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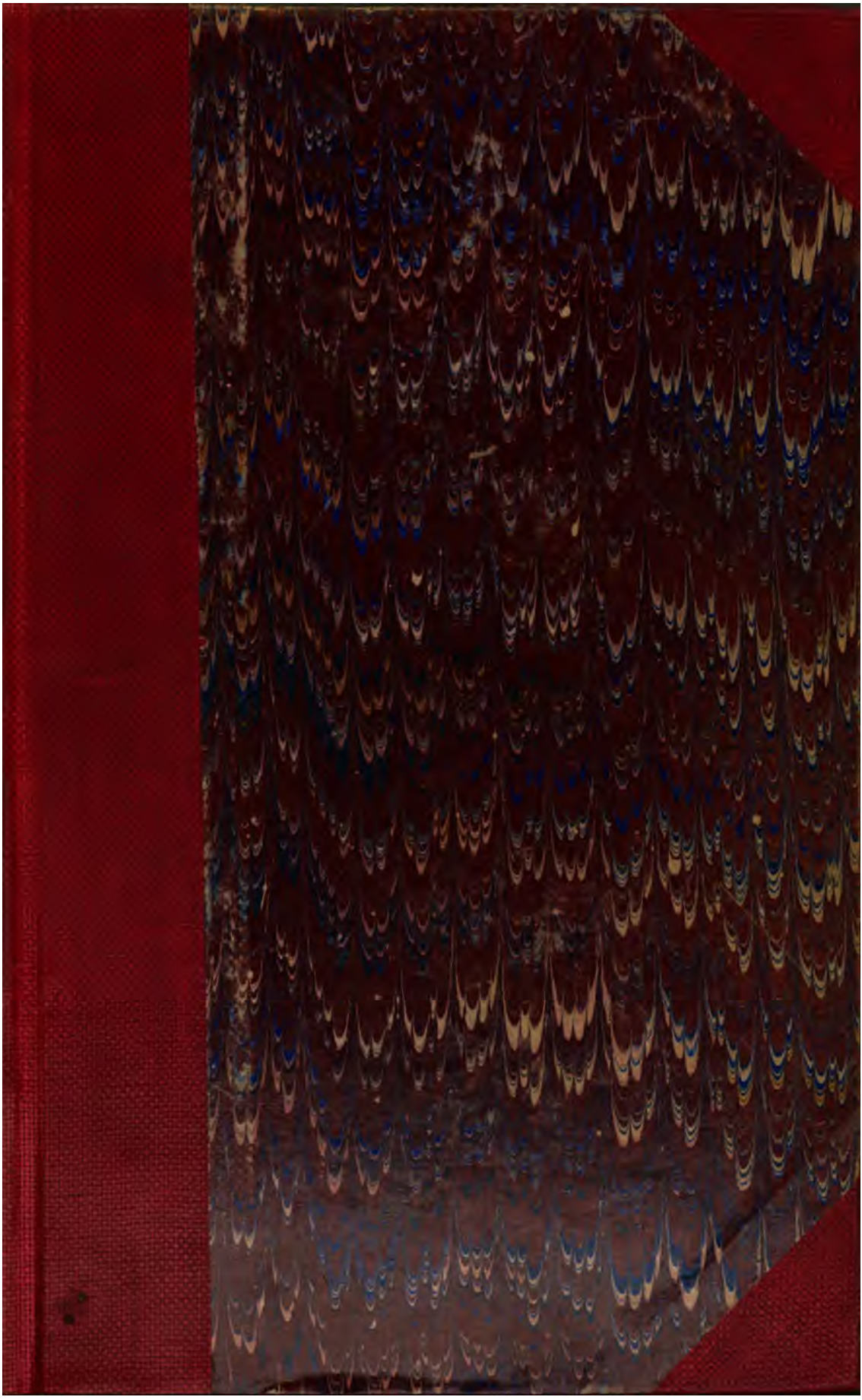

MAY 26 1993

FORTIETH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts Asylum for the Blind.

OCTOBER, 1871.

BOSTON:
WRIGHT & POTTER, STATE PRINTERS
79 MILK STREET (CORNER OF FEDERAL).
1872.

PUBLIC DOCUMENT..... .....No. 27.

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LIBRARY
Leland Stanford, Jr.
UNIVERSITY

PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND,
BOSTON, Nov. 28, 1871.

Hon. OLIVER WARNER, *Secretary of State.*

DEAR SIR:—I have the honor to transmit to you, for the use of the Legislature, a copy of the Fortieth Annual Report of the Trustees of this Institution to the Corporation thereof.

Respectfully,

SAML. G. HOWE.

70377

TRUSTEES' REPORT.

PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND,
BOSTON, Sept. 30, 1871.

To the Corporation.

GENTLEMEN:—The undersigned, Trustees, have the honor to submit the following Report for the year ending this day. They also enclose the Report of the Director; that of the Treasurer; and minute inventories of real and personal estate.

The Director sets forth the usual statistics of numbers of blind persons connected with the Institution; gives a general history of the year, with comments upon the leading events and changes; and makes some suggestions and recommendations in view of further improvements.

The whole number of the inmates since the first opening of the Institution, is seven hundred and seventy-four.

The number reported September 30, 1870, was one hundred and fifty; admitted during the year fifty-three; discharged forty; present number one hundred and sixty-three. The average number during the year was one hundred and fifty-five. This number will probably go on increasing steadily, for several years; and the question will ere long have to be, What is the maximum number that can be advantageously received in our Institution?

In the opinion of the Director, that maximum had been attained some time ago; and no more pupils could be advantageously received, if it were not for the system of subdivision of the establishment into several really independent ones, which was introduced last year, and which will be noticed presently.

At the beginning of our establishment, about forty years ago, all the pupils were from Massachusetts. Soon after, several came from the other New England States. Still later they came from distant States, even as far south as South Carolina and Louisiana; because no provision had been made for their education at home.

regulations necessary where large numbers are to be directed, we can have less of perceptible government, and more of personal influence.

Fourth, It gives greater opportunity for training girls to household duties and occupations.

The account of the Treasurer is so clear that no comment is needed.

The policy of the Institution always has been to expend all that it receives, frugally, but freely, for the promotion of the happiness and welfare of the blind; but never to be in debt. Special contributions, however, are funded when the giver requests that it should be done.

Funds are constantly wanted for printing books; not only for the immediate use of the school, but for helping on the benevolent project of furnishing valuable reading, at a merely nominal price, to thousands of blind persons in all parts of our country. For such funds reliance must be had upon individual charity; and the Trustees commend the subject to those who have means and disposition to lighten one of the sorest burdens which men are called to bear.

During the past year, Mr. John C. Gray has added one thousand dollars to his previous gift to this special enterprise. To one who sitteth in darkness, but who can read, a book is, next to a ray of light, the most welcome thing.

Respectfully submitted, by

ROBT. E. APTHORP,
FRANCIS BROOKS,
SAM'L ELIOT,
GEORGE S. HALE,
HAMILTON A. HILL,
AUGUSTUS LOWELL,
E. R. MUDGE,
EDWARD N. PERKINS,
JOSIAH QUINCY,
BENJ. S. ROTCH,
SAM'L G. SNELLING,
JAMES STURGIS,

Trustees.

DR. PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND *in account with* WM. ENDICOTT, Jr., *Treasurer.* CR.

1870.				**1870.**			
Dec. 20,	To cash paid draft No. 299,		$8,449 19	Sept. 30,	By balance from former account, page 25,		$6,170 95
1871.				Oct. 11,	cash from State of Maine,		3,387 50
Jan. 12,	To cash paid draft No. 301,		8,265 19	Dec. 21,	from Dr. Howe, for work, Sept., Oct. and Nov.,		3,791 01
Feb. 2,	draft No. 302,		3,000 00	**1871.**			
Mar. 4,	draft No. 305,		5,000 00	Jan. 3,	By cash from State of Massachusetts,		7,500 00
27,	draft No. 306,		3,000 00	7,	N. Y. Central R. R. Coupons, 5 per cent.,		435 00
May 12,	draft No. 309,		5,023 67	14,	from Dr. S. G. Howe, work department, Dec.,		1,208 27
June 19,	draft No. 312,		3,742 07		sundries, as per statement,		1,502 16
July 18,	draft No. 313,		3,960 77	Apr. 1,	from State of Massachusetts,		7,500 00
18,	draft No. 314,		3,000 00	May 12,	from Dr. S. G. Howe, work department, Jan. to Mar.,		4,026 44
Aug. 23,	draft No. 319,		5,000 00		sundries, per statement,		673 68
Sept. 20,	draft No. 318,		3,924 28	June 12,	from State of Connecticut, May 1, '70, to May 1, '71,		2,250 00
30,	draft No. 320,		6,000 00	19,	from State of Vermont,		2,175 00
	Balance,		11,760 10	19,	from State of Maine,		2,700 00
				July 5,	from State of Massachusetts,		7,500 00
				17,	from State of N. Hampshire, May 1, '69, to May 1, '70,		2,250 00
				17,	from State of Rhode Island, May, '70, to May, '71,		2,775 00
				17,	sundries, per statement S. G. Howe,		808 00
				17,	work department, April, May and June,		5,091 97
				Aug. 5,	from State of N. Hampshire, May 1, '70, to May 1, '71,		2,250 00
					from J. C. Gray, 10th Feb., to print book,		1,000 00
				Sept. 30,	from S. G. Howe, as per statement,		1,074 53
					work department, July to September,		4,055 76
			$70,125 27				$70,125 27
				1871.			
				Sept. 30,	By balance,		$11,760 10

The undersigned, a Committee appointed to examine the accounts of the Perkins Institution and Massachusetts Asylum for the Blind, for the year 1870-71, have attended to that duty, and hereby certify that they find the accounts properly vouched and correctly cast, and that there is a balance due the Treasurer on special account of fifty-two hundred and fifty-two 45-100 dollars, and a balance in the hands of the Treasurer of eleven thousand seven hundred and sixty 10-100 dollars on ordinary account. The Treasurer also exhibited to us the following property belonging to the Institution:—

Five Bonds ($1,000 each) of the New York Central Railroad, valued at $4,700 00
F. M. Joselyn's Mortgage Note, ... 14,691 75

W. A. WELLMAN,
A. T. FROTHINGHAM, } *Auditing Committee.*

regulations necessary where large numbers are to be directed, we can have less of perceptible government, and more of personal influence.

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E. R. MUDGE,
EDWARD N. PERKINS,
JOSIAH QUINCY,
BENJ. S. ROTCH,
SAM'L G. SNELLING,
JAMES STURGIS,

Trustees.

	Amount brought forward, ...			$35,521 33
1871.				
May 12.	F. R. Tane, account board and tuition of niece, ...	$166 31		
	S. S. Gage, account board and tuition of F. Spencer, ...	200 00		
	Proceeds of concerts, ...	70 18		
	Sale of old lead, zinc, copper, soap grease, &c., ...	112 40		
	Sale of books in raised print, . . .	39 44		
	Sale of musical instrument, ...	50 00		
	Sale of brooms in boys' shop, . . .	35 35		
				673 68
June 12.	By State of Connecticut, for beneficiaries, . . .			2,250 00
19.	State of Vermont, for beneficiaries, . . .			2,175 00
19.	State of Maine, for beneficiaries, ...			2,700 00
July 5.	State of Massachusetts, ...			7,500 00
17.	State of New Hampshire, for beneficiaries, from May 1, 1869, to May 1, 1870, ...			2,250 00
17.	State of Rhode Island, for beneficiaries, . . .			2,775 00
17.	amount from Dr. Howe, as per following:—			
	J. F. Emerson, account board and tuition of son, ...	$300 00		
	Sale of books in raised print, . .	340 00		
	Sale of old desks, ...	167 50		
	Refunded for pane of glass broken, .	50		
				808 00
	From work depart't for month of April,	$1,782 75		
	" " " " " May,	1,591 27		
	" " " " " June,	1,717 95		
				5,091 97
Aug. 5.	By State of New Hampshire, for beneficiaries, from May 1, 1870, to May 1, 1871, ...			2,250 00
	John C. Gray, to print book, ...			1,000 00
Sept. 30.	amount from Dr. Howe, as per following:—			
	B. O. Fraser, account board and tuition of son, ...	$225 00		
	Miss B. Wood, account board of sister,	75 00		
	Sale of books in raised print, . .	102 17		
	Sale of soap grease, ...	21 00		
	Sale of cane, ...	1 36		
	Use of team and board of teamster, paid by the work department, . .	650 00		
				1,074 53
	From work depart't for month of July,	$775 88		
	" " " " " Aug.,	935 05		
	" " " " " Sept.,	2,344 83		
				4,055 76
				$70,125 27

Analysis of Treasurer's Account.

The Treasurer's Account shows that the total receipts during the year were		$70,125 27
Deducting cash on hand at beginning of year,		6,170 95
		$63,954 32

Ordinary Receipts.

From State of Massachusetts,	$22,500 00	
beneficiaries of other States and private pupils,	19,367 56	
		$41,867 56

Extraordinary Receipts.

From work department for cash received for articles made by the blind,	$18,173 45	
coupons of New York Central Railroad,	435 00	
donations to printing fund,	1,334 50	
sale of books in raised print,	749 41	
sale of old musical instruments,	226 84	
sale of brooms of boys' shop,	117 80	
sale of old desks, lead, zinc, copper, soap grease, &c.,	327 08	
for tuning pianos,	3 00	
proceeds of concerts,	70 18	
use of horse and wagon, and board of teamster, paid by the work department,	650 00	
		22,086 76
		$63,954 32

General Analysis of Steward's Account.

Dr.

Balance in hands of Steward, Sept. 30, 1870,	$6,083 15	
Receipts from Treasurer, on ordinary account,	58,365 17	
from Treasurer, on special account,	37,933 67	
Balance due Steward, Sept. 30, 1871,	6,344 31	
		$108,726 30

Cr.

Liabilities due Sept. 30, 1870,	$2,358 76	
Ordinary expenses, as per schedule annexed,	42,509 43	
Extraordinary expenses, as per schedule annexed,	63,858 11	
		$108,726 30

ANALYSIS OF EXPENDITURES FOR THE YEAR ENDING SEPTEMBER 30, 1871, AS PER STEWARD'S ACCOUNT.

Meat, 24,058¼ lbs.,		$3,516 19
Fish, 4,354½ lbs.,		258 68
Butter, 4,170½ lbs,		1,711 19
Rice,		46 74
Bread, flour, meal, &c.,		1,623 02
Potatoes and other vegetables,		836 78
Fruit,		279 34
Milk, 15,698 quarts,		1,144 86
Sugar, 6,939 lbs.,		898 59
Tea and coffee, 767 lbs.,		294 91
Other groceries,		385 03
Sundry articles of consumption,		383 31
Gas and oil,		499 19
Coal and wood,		5,041 95
Salaries, superintendence and instruction,		11,959 57
Wages,		3,139 05
Outside aid,		704 52
Laundry,		667 40
Clothing and mending,		39 91
Furniture and bedding,		1,176 90
Musical instruments,		870 16
Expenses of stable,		1,608 74
of boys' shop,		221 17
of printing office,		2,176 66
Books, stationery, &c,		494 43
Medicines and medical aid,		78 78
Board of blind men,		625 88
Taxes,		120 15
Water rates,		224 25
Engine for philosophical apparatus room,		10 00
Insurance,		265 00
Rent of office in town,		300 00
Inspecting boiler,		12 00
Ordinary construction and repairs,		514 54
Travelling expenses to Indianapolis, &c.,		110 34
Sundries,		270 20
		$42,509 43
Extraordinary construction and repairs,	$40,096 25	
New pianos, organ and other musical instruments,	2,529 20	
Printing press,	1,120 70	
Bills to be refunded,	601 28	
		44,347 43
Expense of work department,		19,510 68
		$106,367 54

ANALYSIS OF TREASURER'S ACCOUNT.

The Treasurer's Account shows that the total receipts during the year were		$70,125 27
Deducting cash on hand at beginning of year,		6,170 95
		$63,954 32

Ordinary Receipts.

From State of Massachusetts,	$22,500 00	
beneficiaries of other States and private pupils,	19,367 56	
		$41,867 56

Extraordinary Receipts.

From work department for cash received for articles made by the blind,	$18,173 45	
coupons of New York Central Railroad,	435 00	
donations to printing fund,	1,334 50	
sale of books in raised print,	749 41	
sale of old musical instruments,	226 34	
sale of brooms of boys' shop,	117 80	
sale of old desks, lead, zinc, copper, soap grease, &c.,	327 08	
for tuning pianos,	3 00	
proceeds of concerts,	70 18	
use of horse and wagon, and board of teamster, paid by the work department,	650 00	
		22,086 76
		$63,954 32

GENERAL ANALYSIS OF STEWARD'S ACCOUNT.

DR.

Balance in hands of Steward, Sept. 30, 1870,	$6,083 15	
Receipts from Treasurer, on ordinary account,	58,365 17	
from Treasurer, on special account,	37,933 67	
Balance due Steward, Sept. 30, 1871,	6,344 31	
		$108,726 30

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Liabilities due Sept. 30, 1870,	$2,358 76	
Ordinary expenses, as per schedule annexed,	42,509 43	
Extraordinary expenses, as per schedule annexed,	63,858 11	
		$108,726 30

Dr. PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND *in account with* WM. ENDICOTT, Jr., *Treasurer, Special Account.* Cr.

1870.				**1870.**			
Dec.	6,	To cash paid draft No. 298,	$2,358 76	Nov.	30,	By balance from former account,	$2,691 77
	7,	draft No. 297, in part,	2,000 00	Dec.	7,	cash legacy of William Oliver,*	19,392 24
	9,	draft No. 297, in part,	8,000 00	**1871.**			
1871.				Jan.	3,	balance of above legacy,	187 90
Jan.	9,	draft No. 300,	2,802 24	Feb.	1,	interest from deposit with C. F. Hovey & Co.,	718 85
Feb.	2,	draft No. 303,	1,592 46	Apr.	8,	bond interest on mortgage of F. M. Josselyn, 3½ per cent. on $14,691.75,	514 21
Mar.	4,	draft No. 304,	1,612 77		25,	H. Souther, on account purchase of land,	500 00
	27,	draft No. 307,	2,139 96	June	21,	sale of flats to —— Hart,	7,000 00
May	12,	draft No. 308,	1,152 14	Aug.	1,	interest from C. F. Hovey & Co.,	217 75
	16,	J. R. Hall, two lots land on Fourth Street, 11,875 square feet, 50 cts.,	5,937 50	Sept.	8,	H. Souther, balance on land (less stamp),	7,403 00
	29,	draft No. 310,	3,000 00		20,	By balance,	5,252 45
June	19,	draft No. 311,	995 90				
	21,	for revenue stamps, deed to Mr. Hart,	7 00				
July	18,	draft No. 315,	3,539 52				
Aug.	9,	draft No. 316,	3,000 00				
Sept.	16,	draft No. 317, in part,	2,000 00				
	20,	draft No. 317, in part,	3,739 92				
			$43,878 17				$43,878 17
1871.							
Sept.	20,	To balance brought forward,	$5,252 45				

* Received from Massachusetts Hospital Life Insurance Company.

GENERAL ABSTRACT OF ACCOUNTS OF WORK DEPARTMENT, OCTOBER 1, 1871.

Liabilities.

Due Institution for investments at sundry times since the first date,	$19,378 42	
Due Institution for interest on above,	1,162 70	
Sundry individuals,	699 64	
		$21,240 76
Assets.		
Stock on hand, October 1, 1871,	$2,913 01	
Debts due,	3,028 21	
Cash in hands of Treasurer,	36 30	
		5,977 52
Balance against work department, October 1, 1871,		$15,263 24
Balance against work department, October 1, 1870,		13,451 41
Total cost of carrying on work department,		$1,811 83
Less by interest and account,		1,162 70
Actual cost for the year,		$649 13

ANALYSIS OF ACCOUNTS OF WORK DEPARTMENT.

DR.

Liabilities of October 1, 1870,	$2,559 11	
Salaries and wages paid blind persons,	4,048 94	
Salaries and wages paid seeing persons,	2,634 26	
Sundries for stock, &c.,	10,268 37	
Cash on hand, October 1, 1871,	36 30	
		$19,546 98

CR.

Cash on hand, October 1, 1870,	$1,373 53	
received during the year,	18,173 45	
		$19,546 98

List of Embossed Books, printed at the Perkins Institution and Massachusetts Asylum for the Blind.

	No. of Vols.	Price per bound Vol. of those for sale.	Price per unbound Vol.
Howe's Blind Child's Manual,	1	–*	–
English Reader, first part,	1	–	–
English Grammar,	1	–	–
Political Class-Book,	1	–	–
Principles of Arithmetic,	1	–	–
Book of Diagrams,	–	–	–
Psalms in Verse,	1	–	–
Psalms and Hymns,	1	–	–
New Testament (large),	2	–	–
Old Testament,	6	–	–
Bible,	–	–	–
Guide to Devotion,	1	–	–
The Dairyman's Daughter,	1	–	–
The Spelling Book,	1	–	–
The Sixpenny Glass of Wine,	1	–	–
Harvey Boys,	1	–	–
Milton's Poetical Works,	2	–	–
Lardner's Universal History,	3	$4 00	$2 75
Howe's Geography,	1	4 00	2 50
Howe's Atlas of the Islands,†	1	3 00	–
Howe's Blind Child's First Book,†	1	2 00	–
Howe's Blind Child's Second Book,†	1	2 50	–
Howe's Blind Child's Third Book,†	1	2 50	–
Howe's Blind Child's Fourth Book,†	1	2 50	–
English Reader, second part,†	1	4 00	–
Viri Romæ,†	1	2 50	–
Pierce's Geometry, with diagrams,†	1	3 50	2 25
First Table of Logarithms,	1	3 00	1 75
Second Table of Logarithms,	1	3 50	2 25
Astronomical Dictionary,	1	2 00	–
Rudiments of Natural Philosophy,†	1	4 00	2 75
Guyot's Geography,	1	4 00	2 75
Cyclopedia,	8	4 00	2 50
Natural Theology,	1	4 00	2 50
Combe's Constitution of Man,	1	4 00	2 50
Constitution of the United States,	1	2 00	–
Pope's Essay,†	1	2 00	–
Baxter's Call,	1	4 00	2 75
Book of Proverbs,	1	4 00	2 75
Book of Psalms,	1	4 50	2 00
New Testament (small),	4	4 00	2 75
Book of Common Prayer,	1	5 00	3 00
Hymns for the Blind,†	1	3 75	2 50
Pilgrim's Progress,	1	4 00	2 75
Life of Melancthon,	1	2 00	1 00
Old Curiosity Shop,	3	4 00	3 00
Shakespeare's "Hamlet," & "Julius Cæsar,"	1	4 00	3 00
Hebrew Melodies and Childe Harold,	1	3 00	2 00

Writing cards,	$0 20
Braille's Writing Boards,	1 25

Most of the above volumes will be sold to regular institutions at 20 per cent. below the regular price. Books loaned gratuitously to any blind person who offers sufficient security that they will not be abused, and will be returned.

* A blank space means no copies for sale. † Stereotyped.

LIST OF BLIND PEOPLE

AT PERKINS INSTITUTION AND MASS. ASYLUM FOR THE BLIND.

MASSACHUSETTS.

Alden, Lizzie.
Batchelder, Belle.
Beers, Nellie.
Bertram, Henrietta.
Bubier, Jennie W.
Clark, Mary Hannah.
Connoley, Catharine.
Day, Delia O.
Everett, Augusta.
Fogg, Annie E.
Garside, Lilla.
Healy, Julia V.
Hickey, Ellen E.
Jennison, Idella M.
Langton, Hattie M.
Loveland, Emily.
Luke, Lizzie.
McClaren, Mary J.
Miles, Rosa.
Nugent, Sarah.
O'Hare, Mary A.
Robbins, M. C.
Sampson, Sarah.
Shaw, Ella.
Sherman, Phebe.
Smith, Lucy M.
Sullivan, Julia.
Tower, Minnie.
Watson, Mary.

Briggs, Herbert.
Carter, Charles P.
Carrol, Thomas.
Cavanagh, James.
Cozzens, Alvah.
Coffin, Clement.
Donnelley, Peter.
Emerson, Frank.
Goldthwaite, George.
Gorman, Patrick.
Hart, George.
Heath, Frederick.
Hennessey, Dennis.
Jones, George.
King, Charles B.
Lincoln, George O.
Lushay, Joseph.
Lyons, Eugene.
Mansfield, Andrew J.
Marble, John N.
McAndles, Charles.
Mullen, John.
Murphy, James.
McCarthy, Florence.
McCanna, John.
Parmenter, Sewall A.
Parker, Benjamin F.
Perry, Edward B.
Ramsdell, Herschel.
Rooney, William.
Ryder, Clement.
Thomas, Herbert C.
Stratton, Henry.
Wallace, William.

MAINE.

Ball, Flora E.	Barter, Isaac Henry.
Brann, Clara.	Hatch, Arthur E.
Craig, Charlotte.	Libby, Charles.
Davis, Louisa.	Morin, Joseph.
Robinson, Mattie.	Reed, Charles.
Shorey, Lydia.	Shaw, Charles.
	Stover, William L.

NEW HAMPSHIRE.

Bridgman, Laura D.	Butler, Franklin.
Davis, Jennie A.	Russell, Herbert W.
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APPENDIX.

[A.]

LETTER OF THE DIRECTOR TO THE SECOND CONVENTION OF AMERICAN INSTRUCTORS OF THE BLIND.

PERKINS INSTITUTION AND MASS. ASYLUM FOR THE BLIND,
BOSTON, August 7, 1871.

WM. H. CHURCHMAN, Esq.

MY DEAR SIR:—Please express to my fellow-superintendents and fellow-laborers, my regret that I cannot be with them in convention; and assure them of my personal regard, as well as my sympathy in their work. The objects of the convention are so important and interesting to me, that I will make a few remarks, the use of which I leave to your discretion.

My guiding principle has long been, that the education of the blind in its broadest sense (including instruction as a minor branch) should be conducted with the least possible departure from the best method used with children who see.

While on the one hand the infirmity of blindness serves in some illustrious cases to set forth the innate virtue and strength of human nature, on the other hand it certainly does impede, in ordinary mortals, the full and harmonious development of the bodily powers, and of mental and moral character.

We must not, while admiring the few who resist the unfavorable tendency of their infirmity, and rise to mental and moral excellence, forget the many who do not rise even to the common level, and who never can rise without careful direction of their education.

The whole scheme of man's relations with the external world, and with his fellow-men, presupposes the possession of certain senses; and all things, and all relations, are coördinated with a view to such possession. He who lacks one of these senses is, in so far, a defective being. He starts, in the race of life, at a great disadvantage. He ought to be made to understand this early, in order to overcome it as far as may be. By teaching him to think lightly of it, we only flatter him to his harm.

The effect of the lack of one of the senses upon the harmonious development of a man's nature must, of course, be greater or less, according to the

importance of the lacking sense. Doubtless even the want of the sense of taste, or of smell, is a considerable disadvantage, while the lack of sight is a much more serious one. It bars the way to bodily prowess and excellence, more than does the lack of hearing; because, for all outward and material relations, the sight is the royal sense; although for mental and spiritual development, and for excellence in all the peculiarly human attributes, the ear is the real queen.

A sightless wild animal must perish for want of material relations with the outer world, while a deaf one might enjoy those relations and live.

But on the other hand, excellence in the world of thought, of feeling, of spirit, and in any of the peculiarly human attributes, can be gained only through human intercourse; that is, through society. For this intercourse language is necessary; and the higher the nature of the intercourse, the higher must be the language. It is true that a certain degree of it can be enjoyed through one of several forms of language, as by that of visible signs, but its full perfection only through speech; and perfect speech implies hearing.

All substitutes for speech must be imperfect. They must fail as a means of complete human intercourse. Hence the immense advantage which the blind possess over the mutes for social, intellectual and moral culture. They have free use of that marvellous machinery of language, which has been slowly evolved by countless generations, from animal cries and gestures to its present high degree of excellence.

By the attainment of speech, the race became possessed, as it were, of wings, so that, being no longer tied to earth, it soared into the regions of spirit. But deaf mutes could not readily follow. Incapable of speech, they halted a long time in the period of natural cries and gestures, until their more advanced fellow-men invented for them methods and means by which to understand the ruder parts of our speech, and to express them by means of visible signs and unmusical utterances.

The invention is beautiful, and the effects, considered as human work, are marvellous; but no artificial form of language can equal in beauty, or in potency, the form of speech, which is the slow outgrowth from seed planted by the Divine hand in the very germ of our being. But, although the blind by reason of speech have an immeasurable advantage over the deaf mutes in capacity for mental, for social and even for moral culture, and for the enjoyment of that happiness which is "our being's end and aim," still the tendency of their physical peculiarity, viewed in a large sense, is unfavorable to the highest mental and moral development, and the aim of the educator should ever be to lessen its effects.

It is in view of this tendency, that everything which favors social sequestration and segregation, or any distinctive peculiarities, as compared with other people, is to be carefully avoided in the education of the blind. It is useless to slur over this matter as being merely theoretical; or if true, as being unimportant. To the educator nothing should be unimportant which affects the harmonious development of character, and the perfection of human relations. The very fact of the existence of special institutions for the blind, is proof of the unfavorable tendency of the infirmity, for they are intended

to counteract or lessen its effects. So long as blind children are scattered widely in the community, they are considered as rare and exceptional cases. They are regarded merely as persons marked by one physical peculiarity. In advanced society they are fused in the mass of its members. Without the use of special influences they are made to conform to the general condition, without that condition being changed to meet theirs. This is especially the case wherever the child of royal, noble or rich persons is blind. Prince Oscar, of Sweden, was not educated as a blind boy, but only as a boy who could not see. Were our society as highly cultivated as it will be, blindness would be a better title to consideration than even royal birth.

But when we gather blind children from all parts of the State, to be educated together in a special institution, we make more salient their points of difference from their fellows; and unless we are very careful, we increase that difference. We must beware, lest we sow some tares with our wheat; lest we begin a process of social segregation; lest we sequestrate them socially. We must not form them into a class. We must not create a spirit of caste. We must not lessen the force of their relations with ordinary society, and encourage the growth of relations founded on community of physical condition. Even the supposed necessity for holding this convention, shows the truth of the principle I have set forth. The great advantages which may flow from it, will be lessened by the fact that it countenances the idea that there is greater difference between those who see, and those who do not see, than really exists. It will do so at least in the public mind, and that in itself is disadvantageous.

I repeat, that the education of the blind should be, as near as may be, like that of the seeing. But teachers do not hold conventions to discuss the method for instructing children who have black hair, or children who are short, in contradistinction with tall ones; to do so, would be a step towards segregation, founded on physical peculiarities, and the world has seen too much of this.

With a view of lessening all differences between blind and seeing children, I would have the blind attend the common schools in all cases where it is feasible. I am convinced that it is feasible in some cases, and to a greater extent than at first appears. Depend upon it, one of the future reforms in the education of the blind will be, to send blind children to the common schools, to be taught with common children in all those branches not absolutely requiring visible illustrations, as spelling, pronunciation, grammar, arithmetic, vocal music and the like. We shall avail ourselves of the special institutions less, and the common schools more.

Doubtless, for certain important purposes, special institutions for the blind are necessary; and they will have persistent place in civilized society, until civilization is carried so far that congenital blindness, and like infirmities, shall become unknown, or, at least, as unfrequent as they are in the brute creation. Until that period, the public sympathy will be so easily awakened by any call in behalf of the blind, that there is more danger of special institutions being unduly multiplied, and the sphere of their work unduly extended, than that there will be too few of them, and that the sphere of their action will be too limited.

In my judgment, not more than from one hundred to one hundred and fifty blind children should be gathered into one institution or school. One such school will suffice for all who, in a population of two millions, require special instruction.

Many who now enter the special institutions might, by a little effort, have been instructed in the common schools; others might be sent to the common school after remaining in the special institution a year, instead of remaining the full term of five or seven years. In the organization of the special institutions, regard should be had to the principle above mentioned. There should be at least a separate building for each sex, and as many more as may be, with reasonable regard to expense. The children should be divided into families, not more numerous than ordinary ones. All blind children, who have suitable homes (accessible) should board at home, and come as day scholars. A select number can be sent to ordinary schools in the neighborhood, to follow certain branches of study. Moreover, it would be well to board some pupils in suitable private families, when such can be found. I have tried both plans with gratifying results. Some of our advanced girls attended a neighboring school for young ladies, and the result was pleasant and profitable to all parties. The young ladies became interested in and attached to our pupils.

The special pupils must, however, be kept in a very small minority, otherwise they clan together, and defeat the object. Our maxim should be: carry the social relations of the young blind with ordinary society to the maximum; reduce their social relation among each other to the minimum. Cronyship of boys and girls grows into lasting friendship; and, other things being equal, a blind person had better have friends who see, than friends who do not see. But my letter would grow to a volume if I should indulge in further speculations. I will, therefore, merely add, that it seems to me specially important, in this crisis, to make some application of the principle above mentioned, to the characters or type used in all the school books, and in standard books of general use, such as the Bible and class-books. Two qualities are essential for this type: First, it should resemble in form and appearance the letters in common reading books. Second, it should be as small as can be distinguished by blind persons gifted with ordinary tactual sense. I need not urge the reasons for the first; they will be obvious to reflecting persons. Besides, it is manifestly useless to introduce new characters, which have the great disadvantage of differing in form and appearance from ordinary letters, unless they have some decided compensating advantages in legibility or in economy of space. But it is absurd to introduce new ones, when they are not only less legible than those in use, but occupy far greater space. And yet unreflecting people urge systems like those of Moon, of Fry and others, which occupy more space than the one so long and so generally used in this country, and in which more printed matter exists than in any, perhaps in all others. The legibility of this type, by all ordinary blind persons, is established by thousands of cases.

The partiality of some people to certain forms of letters, becomes a blind partisanship; and some partisans are now calling in England for the publication of parts of the Bible, in some peculiar type, utterly unintelligible to the common readers; when stereotype plates of the whole Bible, in a compact

and readable type, have existed in this country a quarter of a century; and copies of the whole or parts of the Scriptures, can be had far cheaper than they can be reproduced. Is this such a Nazareth to our brethren of England?

I am loath to trouble you with any further remarks, but I cannot close without alluding to Mr. Ruggles' proposal. Some one has endeavored to produce the erroneous impression that I am not disposed to have the several institutions accept his offer. A garbled extract from one of my letters has been circulated which strengthens this impression; whereas, if the whole had been introduced, no such impression could have been made. His first proposal seemed to imply the abandonment of the several existing printing offices, and the use of his alone. As we had just built a new and costly press, greatly superior to the so-called Ruggles press, I answered that the proposal came too late *for us*. I intended to go on printing on our new press; but I was and I am disposed to avail myself, in behalf of our institution, of all the help he will give to the blind. I confess I do not fully understand how far he intends to give any gratutitous help, beyond that of his own time and advice. For one, I shall be thankful for so much, because he is an ingenious man and skilful mechanic; he was employed by me as such, several years, and rendered me valuable assistance. With natural self-esteem, he overrates the importance of the work which he did under my direction, and supposes he was planning and inventing methods, while he was only contriving mechanical appliances to carry out methods devised by others. If this innocent delusion gratifies him, let him indulge in it. I shall be duly thankful if he will give his time and talents, as he offers to do, in directing a printing office for the blind. If he will do more,—if he will really *give* any money or any books to the blind, he will have my hearty applause. I am ready to coöperate with other superintendents in any feasible and wise plan for increasing and cheapening the books for the blind, and to avail myself of the liberality which Mr. Ruggles or anybody else may extend towards it.

Faithfully,

SAMUEL G. HOWE.

[B.]

EDUCATION OF THE BLIND.

COMMUNICATED TO THE U. S. BUREAU OF EDUCATION BY SAMUEL G. HOWE.

General Statistics of Blindness.

It is usually thought that the proportion of blind persons to the whole population depends greatly upon climatic influences.

Zeune, so long Director of the Institution for the Blind in Berlin, put forth tables showing that the ratio of the blind to the whole population is

Between	20° and 30°	north	latitude,	1 to 100
"	30° and 40°	"	"	1 to 300
"	40° and 50°	"	"	1 to 800
"	50° and 60°	"	"	1 to 1,400
"	67° and 70°	"	"	1 to 1,000
"	70° and 80°	"	"	1 to 550

Closer calculation shows that Zeune's doctrine is questionable, and his tables unreliable. This is certainly so with regard to the United States.

The census of 1870 gives 20,320 as the number of the blind in the United States; the whole population being 38,555,983. But this by no means represents the number cut off from the blessing of common schools, and the common occupations of life, by total or partial lack of sight.

None are counted as blind who ought not to be counted, while some who are totally blind, and many who are partially so, escape notice. People dislike to admit that they themselves, or their children, have any imperfection of sight.

If we should apply the test used in some schools for the blind, and count as blind all who cannot distinguish printed letters the eighth of an inch square; and those who "see men as trees walking," but who cannot see distinctly enough to pursue ordinary industrial occupations; and the average persistent number of those temporarily deprived of the use of their eyes by disease, we should have a more correct idea of the number of individual sufferers, and the amount of public loss consequent upon entire or partial lack of sight.

We are gathering statistical data to show, more accurately than has yet been done, the number of blind in various sections of the world, and in various States of the United States; and although they are not yet ready for publication, they indicate that the commonly received theory of Zeune, about blindness increasing as we go northward or southward from the centre of the temperate zone, is not true; at least of this continent.

Causes of Blindness.

A careful examination of 500 cases at the Perkins Institution gives the causes of blindness to be,—

Congenital, ...	37.75 per cent.
Disease, ...	47.09 "
Accident, ...	15.16 "

It should be borne in mind, however, that many of those set down as rendered blind by disease or by accident, were born with organs of sight too feeble to resist the ordinary destructive agencies of disease or accident. A blow of a chip, or a blast of cold air, that would affect sound visual organs only slightly and temporarily, is in these persons followed by severe inflammation, often ending in blindness. Many were, so to speak, not born blind, but born to become blind.

Physical Condition of the Blind as a Class.

The failure of the visual organs to perform their functions normally, or to perform them persistently through life, is often a symptom of some defect which pervades the whole bodily organization. The inference from this is, that the blind, taken as a whole class, have less bodily vigor, and less persistent vital force, than ordinary persons. The superinduced sedentary habits still farther depress the vital force; so that the blind have less than average power to resist disease and destructive agencies than the average of men have. According to tables carefully prepared at the Perkins Institution for the Blind, it appears that of the entire 1,102 persons admitted to seven institutions, whose after history is known, 878 now survive; whereas the Life Table of Massachusetts calls for about 964, and that of England for about 979 survivors, thereby indicating that the power of the blind, represented by the returns of these institutions, to resist destructive influences, is about nine per cent. (more exactly, 8.9 per cent.) less than that of the population of Massachusetts; and ten per cent. less (10.3) than that of the population of all England; and that the number of deaths is from sixty to eighty per cent. greater, according to the tables employed for the comparison, than the number required by such tables.

Sketch of the Rise and Progress of Schools for the Blind in Europe.

Notwithstanding the general sympathy which blindness excites, and the universal readiness to help those suffering under this sore infirmity, no better way was devised to do so, than that of giving them alms, until towards the end of the 18th century.

The device of forming letters by placing pins in a large cushion, had been adopted by several noted blind persons in Germany. One of them, Weissenberg, of Manheim, added a method of making a relief map.

Madamoiselle Paradis, a blind pianist of Vienna, who was familiar with these processes, came to Paris in 1784. She used a large pincushion, into which she stuck pins, to represent notes. Among her acquaintances was the Abbé

Valentin Haüy, brother of the celebrated mineralogist Haüy at once saw how Madamoiselle's pincushion might become changed to a book. He embossed some stiff paper with large letters, and found they could be distinguished by the touch. He immediately sought out some blind children, among whom was a little beggar boy, named Lesuer, of superior talent and quick wit. This boy afterward played a part in the enterprise of educating the blind, like that which Massieu had played in the enterprise of educating deaf mutes. Haüy taught him to distinguish letters, arithmetical figures, outline maps and the like. In a few weeks, he exhibited his pupil before the Société Philanthropique, and carried them as by storm. A small house (No. 18 Notre Dame des Victoires) was put at his disposal, and also funds to support twelve scholars. Thus a blind girl's pincushion was the foundation of the first institution for the education of the blind.

If the history of this first public institution for the education of the blind had been known by founders of similar institutions in this country, some mistakes and losses might have been avoided. It shows clearly that the most generous impulses, unguided by reason, may lead to measures more harmful than helpful to the objects of our sympathy; and that no amount of genius and zeal can atone for lack of common sense.

Valentin Haüy had genius, generosity and zeal, but he lacked common sense; and utterly failed as an administrator of affairs. It is usually supposed that Haüy first conceived the idea of teaching the blind, by the sad exhibition of a band of blind musicians, with leathern spectacles on nose, and music books before their sightless eyes, playing to a crowd. There is (or was, within my memory) a low coffee-house in Paris, in which blind men fiddled for the amusement of the visitors, hence called the Café des Aveugles. Haüy probably visited it, while on his search for pupils for his new school. But from what I gather of his memoirs, it is most probable that his first impulse was received from what he saw of Madamoiselle Paradis, and her pincushion.

His enthusiasm and zeal so hastened the progress of his little school, that in the very same year he exhibited them before Louis XVI. and his court.

They made a deep impression upon all hearts. Their reading excited wonder, admiration and undue hope. The school became one of the lions of Paris, and its master a favorite of the court. He was made interpreter to the king, and to the navy department for the English, German and Dutch languages; royal interpreter and professor of ancient inscriptions; and finally, secretary to the King.

In the same year, he dedicated to his royal master a book called Essays upon the Education of the Blind. This was printed in relief, nominally by the blind boys at the new school, but really by Clousier, a printer; the boys, perhaps, pulling the press.

This book (which is of little value) was translated into English by Blacklock, the blind poet, in 1795.

The school seems to have been badly directed. In 1790 it was joined to that for the deaf mutes; and the two classes occupied the convent of the Celestins.

The union seems to have been unwise and unblessed. The managers quarrelled; and conducted matters so badly, that the existence of both schools

was endangered. At last the National Assembly decreed, July 2d, 1791, that the expenses of the school should be assumed by the state, and that one pupil of each class should be received from each of the eighty departments of France. But the pecuniary relief did not mend matters in the school. The quarrels of the managers were taken up by the pupils; and the blind and the mutes were at loggerheads. This discreditable condition of things was terminated after the Revolution of 9th Thermidor, Anno II, by a decree of the National Convention, July 27, 1794, which separated the disputants; and placed the deaf mutes in Seminary of Saint Magloire, and the blind in Saint Catherine House, Rue des Lombards.

But Haüy's intemperate zeal made matters still worse at the school for the blind. Having discarded what were styled the mummeries of the Roman Church, the Theophilanthropes set up more ridiculous mummeries of their own; and Haüy having become a sort of sub-priest of Revellière Lépaux, used to make his blind pupils take part in the miscalled religious ceremonies, by chanting.

Earnestly desiring to make his pupils happy, he foolishly thought to do so by allowing some of them to marry, and to bring their brides to live in the institution. The consequences may easily be imagined.

Although an Abbé, he had married a suitable woman; but upon her death, he took to wife, and to the institution, a common market girl, without manners or culture. Under such a matron, the confusion in the household became "worse confounded"; and its chief and ostensible object, the "instruction of the blind," was not attained. Chaptel, Minister of the Interior, recommended that it be transferred to the old establishment of the Quinze Vingts, an asylum for fifteen-scores (300) blind soldiers. This step was probably taken to get rid of Haüy, who had proved incompetent to direct the establishment which he had created. He was pensioned; and his unfortunate pupils were utterly demoralized by being mingled up with the inmates of the Quinze Vingts, all of whom were paupers, and some of whom were beggars.

After an eclipse of fourteen years, the school was rescued from its demoralizing relations, and removed to a house, Rue St. Victoire, where it revived under the care of Dr. Guillè. His successor, Dr. Dufau, completely regenerated it; obtained for it liberal patronage of the government; and made it the leading establishment of the kind upon the Continent

Haüy attempted, upon the strength of his reputation, to establish a boarding-school for blind children. It was dignified with the name of Musée des Aveugles; but it had no success, and lived only about two years.

He then went to St. Petersburg, and commenced, under royal patronage, the establishment of a school for the blind. He had partial success in awakening public interest, but he failed in the management of his school, for the same reasons as in Paris. He was, however, treated with great respect; and received the decoration of the order of St. Vladimir. He then tried his hand in Berlin, but although the institution which he founded took root, and still flourishes, his connection with it was soon ended; and he returned to Paris, to die a dependant upon his less brilliant but abler brother.

The fruit-seeds which Haüy sowed have multiplied, until all the principal

countries of Europe have their special institutions for the instruction of the blind in the rudiments of learning, in music and in mechanical arts.

SKETCH OF THE RISE AND PROGRESS OF THE INSTITUTIONS FOR THE BLIND IN THE UNITED STATES.

The first public systematic efforts made in the United States to secure for blind children a share in the advantages of common-school instruction, were made in Boston in 1829.

Dr. John D. Fisher, while studying medicine in Paris, had visited the French school for the blind; and on his return home associated himself with a half dozen benevolent gentlemen, among whom was William H. Prescott, the eminent historian, who was himself partially blind.

It was shown by experiment, in the meetings of these gentlemen, that blind children could be taught to read embossed type;—to distinguish outline maps, &c.

They therefore obtained from the legislature an Act (dated March 2d, 1829), incorporating an institution, to be styled the New England Asylum for the Blind; which name has since been changed to that of Perkins Institution and Massachusetts Asylum for the Blind.

The Act of incorporation provided that the Institution should be under the control of twelve Trustees; eight to be chosen annually by the corporation, and four by the governor and council.

The Trustees proceeded at once to collect money for the support of the school; and appealed to the legislature for aid.

That body had previously made a grant of $6,000, to be continued annually, for the education of indigent deaf mute pupils at the American Asylum in Hartford; and as there were not beneficiaries enough to exhaust the appropriation, the unexpended balance was granted to the Institution for the Blind.

In 1831 Dr. Samuel G. Howe took direction of the establishment; and he has continued at its head ever since.

The grants by the legislature were during many years proportioned to the number of beneficiaries received and educated, but were increased with the growth of the establishment, and with the number of State beneficiaries; but now the grant is $30,000 a year, upon condition that all indigent blind persons belonging to Massachusetts, who are recommended by the governor and council, shall be received and educated gratuitously.

The other New England States immediately took measures to secure for their blind children the advantages of instruction; but instead of erecting institutions at home, they sent their beneficiaries to the Massachusetts School.

This history is given somewhat in detail; because nearly the same course has been followed in establishing kindred institutions in other States.

It shows also how our citizens are accustomed to work. Two or three zealous persons gather together; quietly pass resolutions that such and such an institution is desirable, and must be had. If it meets approval, others come into the movement. They procure an Act of incorporation; and when the establishment has got successfully at work, they ask and generally obtain aid from the public treasury.

was endangered. At last the National Assembly decreed, July 2d, 1791, that the expenses of the school should be assumed by the state, and that one pupil of each class should be received from each of the eighty departments of France. But the pecuniary relief did not mend matters in the school. The quarrels of the managers were taken up by the pupils; and the blind and the mutes were at loggerheads. This discreditable condition of things was terminated after the Revolution of 9th Thermidor, Anno II, by a decree of the National Convention, July 27, 1794, which separated the disputants; and placed the deaf mutes in Seminary of Saint Magloire, and the blind in Saint Catherine House, Rue des Lombards.

But Haüy's intemperate zeal made matters still worse at the school for the blind. Having discarded what were styled the mummeries of the Roman Church, the Theophilanthropes set up more ridiculous mummeries of their own; and Haüy having become a sort of sub-priest of Revellière Lépaux, used to make his blind pupils take part in the miscalled religious ceremonies, by chanting.

Earnestly desiring to make his pupils happy, he foolishly thought to do so by allowing some of them to marry, and to bring their brides to live in the institution. The consequences may easily be imagined.

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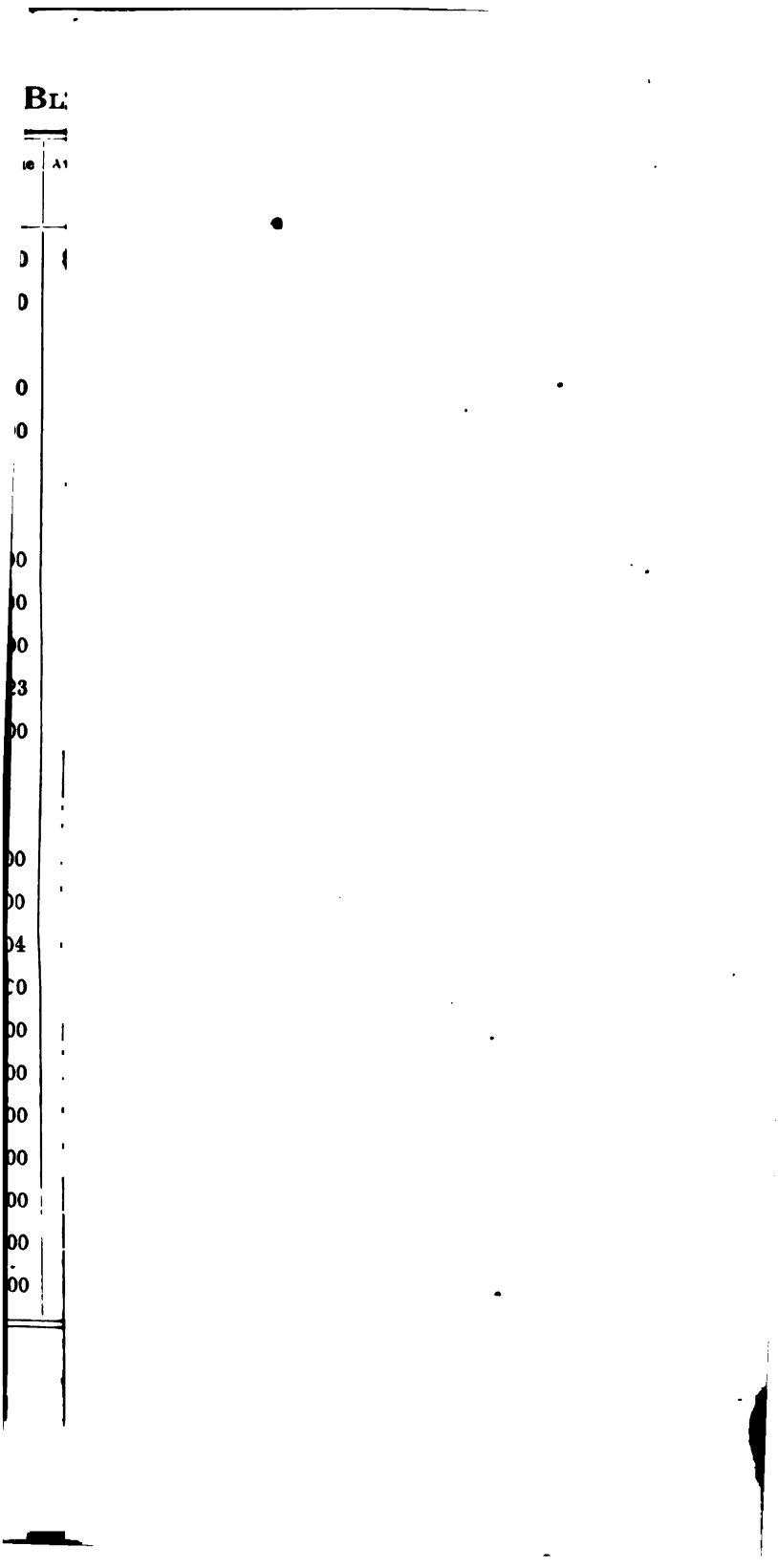

IT HAVE A THIN BLUE LINE ON ONE SIDE

The legislatures of thirty-one States make special appropriations, either for the maintenance of schools for the blind, or for the support of a certain number of beneficiaries in the institutions of other States.

Nineteen special institutions are in operation for the sole benefit of the blind; and seven others, of which the blind share the benefits with the deaf mutes.

Their aggregate annual income is about half a million dollars. They have received in all 6,476 pupils. Their actual present number is 2,018.

The general statistics of these institutions are given in the table subjoined. They are made up from recent written returns given by the several superintendents.

We propose in another article to give a sketch of the course of instruction pursued in these institutions; to consider the principles upon which they are founded, and the mode in which they are administered; and to compare them with European institutions of the same kind.

[C.]

CIRCULAR.

To the Managers and Superintendents of Institutions for the Blind, and the Friends of the Enterprise of procuring a Library in raised Letters.

This Institution was the pioneer, in this country, in the work of printing for the blind, and has printed more matter in the English language than any, perhaps all others together.

It is known to those familiar with the history of printing for the blind, that it was virtually revolutionized at this Institution. The method by which the great reduction in the bulk of the books was made, and even the form of the letter, was decided upon by the Director, before any mechanic was engaged to carry them out, or any special press constructed.

The results of those methods (to which mechanical contrivances are of minor importance) were fully set forth in the voluminous Report of the Juries at the Great British Exhibition in 1854.

The jury, after full examination and comparison of the various methods of printing, in various countries, unanimously gave the superiority to this method of the Director, and awarded the medal to him. During the last fifteen years, still greater improvements have been made at our office; and the old presses and methods superseded by improved ones. Many valuable works have been printed, the funds for which were mostly raised by the personal efforts of the Director.

The Institution is now prepared to carry on this work more vigorously than ever. It has a new press and apparatus, superior in all respects to the old one in common use.

The friends of the cause should consider that where there is no pecuniary competition, the more work that can be done in one establishment, the more cheaply it can be done.

This Institution offers the following terms and conditions upon which books will be printed and delivered to established institutions for the blind, and to parties for gratuitous distribution to deserving blind persons.

The printing office will be kept abreast, if not in advance, of any other, in respect to processes for printing books, for embossing maps, and machinery for making apparatus of all kinds used by the blind.

The improvements which have been steadily going on for the last thirty years will be continued under skilful workmen. Books will be printed, for any parties engaging not to sell them for gain, at actual cost of paper and press-work; without any consideration of rent, wear and tear, or superintendence.

In consideration of donations which have been made, and are anticipated, public institutions will be supplied with books at twenty per cent. less than the above rate; of course, much below cost.

It is submitted for consideration of the friends of the blind, that unless some positive pledge is obtained that a large sum—say a hundred thousand dollars—shall be given outright, it is better that the enterprise of providing a continuous supply of books shall be under the control of an institution having common interests with other institutions, and certain to persist, rather than be contingent upon the life or the pleasure of an individual.

Until at least one hundred thousand dollars are funded, and the interest so pledged to the work of printing as to be beyond the reach of any individual, it will not be safe for public institutions to give up the work.

The press of this Institution, therefore, will be kept in motion. Whenever orders are received for one hundred copies of any suitable book, the Institution will print them on the terms above named.

It will assent to any reasonable arrangement for interchanging books with other institutions; and will coöperate with them in any way for promoting the enterprise of printing books in raised letters, except that of putting it beyond the control of established institutions, into the hands of private persons, who may manage it at will, and discontinue it at pleasure.

SAM'L G. HOWE.

[D.]

TERMS OF ADMISSION.

Young blind persons, of good moral character, can be admitted to the school by paying $300 per annum. This sum covers all expenses, except for clothing; namely, board, washing, medicines, the use of books, musical instruments, &c. The pupils must furnish their own clothing, and pay their own fares to and from the Institution. The friends of the pupils can visit them whenever they choose.

Indigent blind persons, of suitable age and character, belonging to Massachusetts, can be admitted gratuitously, by application to the governor for a warrant.

The following is a good form, though any other will do:

"*To His Excellency the Governor:*

"SIR,—My son (or daughter, or nephew, or niece, as the case may be), named ——, and aged , cannot be instructed in the common schools for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts Asylum for the Blind, and I request that your Excellency will give a warrant for free admission.

"Very respectfully, —— ——."

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate from one or more of the selectmen of the town, or aldermen of the city, in this form:

"I hereby certify that, in my opinion, Mr. —— —— is not a wealthy person, and that he cannot afford to pay $300 per annum for his child's instruction. (Signed) —— ——."

There should also be a certificate, signed by some regular physician, in this form:

"I certify that, in my opinion, —— —— has not sufficient vision to be taught in common schools; and that he is free from epilepsy, and from any contagious disease. (Signed) —— ——."

These papers should be done up together, and directed to "The Secretary of the Commonwealth, State House, Boston, Mass."

An obligation will be required from some responsible persons, that the pupil shall be removed without expense to the Institution, whenever it may be desirable to dicharge him.

The usual period of tuition is from five to seven years. Indigent blind persons residing in Maine, New Hampshire, Vermont, Connecticut and Rhode Island, by applying as above to the "Commissioners for the Blind, care of the Secretary of State," in the respective States, can obtain warrants for free admission.

For further particulars, address Dr. S. G. Howe, Director of the Institution for the Blind, Boston, Mass.

The relatives or friends of the blind who may be sent to the Institution, are requested to furnish information in answer to the following questions:—

1. What is the name and age of the applicant?
2. Where born?
3. Was he born blind? If not, at what age was the sight impaired?
4. Is the blindness total or partial?
5. What is the supposed cause of the blindness?
6. Has he ever been subject to fits?
7. Is he now in good health and free from eruptions and contagious diseases of the skin?
8. Has he ever been to school? If yes, where?
9. What is the general moral character of the applicant?
10. Of what country was the father of the applicant a native?
11. What was the general bodily condition and health of the father,—was he vigorous and healthy, or the contrary?
12. Was the father of the applicant ever subject to fits or to scrofula?
13. Were all his senses perfect?
14. Was he always a temperate man?
15. About how old was he when applicant was born?
16. Was there any known peculiarity in the family of the father of the applicant; that is, were any of the grand-parents, parents, uncles, aunts, brothers, sisters or cousins blind, deaf or insane, or afflicted with any infirmity of body or mind?
17. If dead, at what age did the father die, and of what disorder?
18. Where was the mother of the applicant born?
19. What was the general bodily condition of the mother of the applicant, —strong and healthy, or the contrary?
20. Was she ever subject to scrofula or to fits?
21. Were all her senses perfect?
22. Was she always a temperate woman?
23. About how old was she when the applicant was born?
24. How many children had she before the applicant was born?
25. Was she related by blood to her husband? If so, in what degree,— first, second or third cousins?
26. If dead, at what age did she die, and of what disorder?

27. Was there any known peculiarity in her family; that is, were any of her grand-parents, parents, uncles, aunts, sisters, brothers, children or cousins either blind, or deaf, or insane, or afflicted with any infirmity of body or mind?

28. What are the pecuniary means of the parents or immediate relatives of the applicant?

29. How much can they afford to pay towards the support and education of the applicant?

VACATIONS.

There are two vacations each year. The first begins on the Thursday next after the first Wednesday in April, and continues six weeks. The second begins on the Thursday after the first Wednesday in October, and continues six weeks. New pupils admitted only at the beginning of each term, except by special arrangement.

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17. If dead, at what age did the father die, and of what disorder?
18. Where was the mother of the applicant born?
19. What was the general bodily condition of the mother of the applicant, —strong and healthy, or the contrary?
20. Was she ever subject to scrofula or to fits?
21. Were all her senses perfect?
22. Was she always a temperate woman?
23. About how old was she when the applicant was born?
24. How many children had she before the applicant was born?
25. Was she related by blood to her husband? If so, in what degree,—first, second or third cousins?
26. If dead, at what age did she die, and of what disorder?

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FORTY-FIRST ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts Asylum for the Blind.

OCTOBER, 1872.

BOSTON:
WRIGHT & POTTER, STATE PRINTERS,
19 PROVINCE STREET.
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PUBLIC DOCUMENT..... .....No. 27.

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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND,
BOSTON, October 26, 1872.

Hon. OLIVER WARNER, *Secretary of State.*

DEAR SIR: — I have the honor to transmit to you, for the use of the legislature, a copy of the Forty-First Annual Report of he Trustees of this Institution to the Corporation thereof.

Respectfully,

SAML. G. HOWE.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

To the Corporation of the Perkins Institution and Massachusetts Asylum for the Blind.

GENTLEMEN: — The undersigned, Trustees, for the year ending this day, respectfully submit their Annual Report, and the several documents required by law.

The report of the Treasurer sets forth the amount of money received from the several sources of income. These are,

First. The annual grant by the legislature of Massachusetts.

Second. The amount paid by the several States of New England, for the education of beneficiaries at the rate of $300 per year, and by individuals for private pupils, at rates varying from $300 to $400.

Third. The income of Miss Pratt's fund, amounting to about $250.

Fourth. Occasional donations and legacies.

The other side of the account shows merely the amount paid out to the Superintendent upon drafts in his favor by the Auditors.

Two trustees are appointed as auditors of account. They examine every bill, and make their draft upon the Treasurer.

Accompanying the Treasurer's report is an analysis of the expenses, showing the principal articles consumed, their amount and cost.

An erroneous idea prevails that this Institution was richly endowed by Mr. Perkins, and is amply provided for by the State of Massachusetts. The prevalence of this idea, and the fact that the establishment is not sectarian, accounts for its not having received what would otherwise have been its proportional share of the gifts and legacies of charitable individuals, which so abound in our community. Mr. Perkins was a great benefactor of the Institution, because he gave to it his beautiful mansion house, so timely, and in such a generous spirit, rather than because of the money value of his gift, which did not exceed $25,000. But his example excited others to efforts, which resulted in raising double that sum.

Then came the legacy of Mr. William Oliver; but since then, very few and small sums have been received in that way, compared with those received by kindred establishments, and compared with the wants of such an establishment. The Institution was, during many years, straitened for funds, and unable even to put in proper order the buildings and grounds in South Boston, for which Mr. Perkins' house had been exchanged.

The annual appropriation by the State did indeed suffice to carry on the school, but only by the strictest economy; and by dispensing with many things which were highly desirable, for the best training of the blind, even in mechanical pursuits. Two years ago, a strong effort was made to raise money enough to reconstruct the establishment upon what the Trustees were convinced would be the best system; that is, dividing the pupils into small families, placing each family in a cottage, and using the main building (if it could not be sold) for chapel, school-rooms, music rooms, workshops and the like. The State made a special grant of $80,000; about $25,000 were obtained by subscriptions; about $30,000 by sale of land; in all, $135,000. This seems a large sum, but it was entirely insufficient for the purpose. The state of Ohio appropriated $330,000 for its new building for the blind, and it will require nearly $50,000 more, before it can be properly finished. The cost of the new institution in western New York was about $250,000.

It being impossible to realize the *beau ideal* of an establishment for the blind, to wit: one in which all the pupils could have the pleasure and advantage of living in houses, and in families, just as other people live, and going daily to their school and to their work, as other children and youth go, it was determined to secure this advantage for half of them. Therefore, four simple and commodious cottages, and a schoolhouse, were built for the girls, and the main building was arranged for the boys, and was to subdivide and group them in families, as nearly as could be done with the insufficient means at command.

Therefore, four simple and commodious cottages, and a schoolhouse, were built for the girls, and the main building was arranged for the boys, and was to subdivide and group them in families, as nearly as could be done with the insufficient means at command.

The result of this arrangement for the girls is very gratifying, because it promotes their happiness, and the true end of their education, as is explained elsewhere, and makes it desirable that the same advantages be given to the boys, whenever the means of doing so are provided.

The cost of the alteration and improvement has about exhausted the funds so raised, and leaves the Institution as it was before, dependent upon the liberality of the legislature for annual grants sufficient to maintain and educate its immediate pupils; but dependent upon the generosity of individuals for means of carrying on other works which promote the happiness and welfare of the blind as a class. There are several of these which the Trustees commend to the attention of the benevolent; and they would be happy to receive donations, and apply them according to the wish of the donors, for the general purposes of the Institution, or for some specified purpose. Either to expend the principal, or to fund it, and expend only the interest.

There are several purposes for which funds are required. First: that of printing embossed books for the blind. This is a

matter not only of great importance to those blind children and youth who are pursuing their studies in this and in the scores of kindred schools of the United States, but it is one of lively interest to the large and constantly increasing class of blind persons who have learned to read, and who are longing and hoping for books which they can read. They are, with very few exceptions, indigent, and cannot afford to buy embossed books, however earnestly they may desire to do so. They are too costly. The work of creating a library for the blind of this country originated with this Institution, and has been mostly carried on here. Probably more matter has been printed here than at all other institutions in the United States and in England taken together. The books have been distributed either gratuitously or at prices much below cost. The office is now amply provided with necessary apparatus, and is sending out new books as fast as the means can be found to pay for them.

The funds for this costly enterprise have been chiefly raised by the personal efforts of the Director. Several benevolent gentlemen have made special gifts for printing books, designated by themselves; and such books now serve to lighten the dark pathway which the blind tread.

Second. A fund is needed, the interest of which shall be applied to help out those blind men and women who, having learned to work at a trade, and being able and willing to work at it, are unable to do so because they lack the little capital required to get the necessary tools and stock; or, having got them, cannot earn quite enough to live. Many a blind man and woman can earn three dollars a week by their handicraft; but as five dollars a week are necessary to feed and clothe them, they abandon work in despair, and throw themselves upon their friends; or, lacking these, upon the public, and go to the almshouse.

Various plans are recommended. That sometimes adopted in England, and a favorite with some friends of the blind here, is a house of refuge for industrious blind. This is open to the

serious disadvantage of congregating together those who ought to be diffused abroad. It implies a multiplication of institutions; and this is undesirable, as they are apt to degenerate into pauper establishments, or at least to be pervaded by a pauper spirit, while we want to encourage the spirit of independence. The blind man wants what we ourselves want, first and foremost of all things, to wit, a home of his own, among kith and kin and friends; and not the hundredth part of a home among strangers.

The interest of a fund large enough to endow and to carry on a house of refuge, if wisely applied to eke out the earnings of unfortunate individuals, say one or two dollars a week, so long as they should merit it, would help them to a home among kindred and friends; would be a stimulus to good behavior, and would enable them to earn their livelihood with the least damage to their self-respect, and the least burden to the public.

Our work department is conducted upon this principle, and has enabled many a blind man and woman to earn a livelihood, and even to lay up a little surplus. If a fund of the kind above suggested was provided, its interest would enable many to earn a livelihood in their native towns, instead of living idle or congregating in the city. It is often desirable to supply a young man with tools and with stock to begin to work on his own account. Others who have learned to teach the piano, or to tune pianos, can have fair promise of earning their board, if they can procure an instrument, and can have means of support for a short time till they can take root. The Institution has done as much in this way as its funds would allow, and in many cases the result has been very gratifying. It may be remarked in this connection, that the policy of the Institution is, and ever has been, to teach and train the blind with a view to work. Even our pianists and pianoforte-tuners work hard. Music is taught to so many because it affords the best field in which blind persons can work for a living, and not as a mere accomplishment.

Third. The Loring fund for the aid of Miss Laura Bridg-

man needs an increase. That sorely-smitten person, — sightless and deaf, whose misfortunes have excited such general interest, and who bears her burden with such sweet submission, has recently been reduced to a more pitiful condition.

Her father, a thrifty farmer, died a few years ago, having made such provision as he supposed would secure for her a comfortable and happy home for life. But it turns out otherwise. A home must be provided for her in which she can be happy. Her aged mother is herself dependent, and the little which she can do for her cannot be done long.

Considering her privations, Laura can do a great deal for herself. She is simple and frugal; she is handy with needle and scissors; makes her own underclothing, &c. She makes many fancy articles which are sold for her benefit. The bare cost of her food and raiment is, therefore, less than that for ordinary dependents; but she needs more than ordinary persons do. She ought to have the constant companionship of some intelligent woman, who can be to her a guide, reader and friend.

Her kind and wise friend, the late Mrs. Abby Loring, invested two thousand dollars, the interest to be used for Laura's benefit during her life, and the principal to revert to this Institution.

As Laura does not belong to Massachusetts, she has no legal claim upon this Institution, which, however, has befriended her in many ways, besides giving her a home. Her trustees pay a hundred dollars a year for her board; the little balance going for her personal comforts.

In all probability she will, by and by, have no other means of support than the income of the Loring fund. It is desirable, therefore, that this fund shall be made large enough to place her above want, and to secure for her a home which she can call her own, and good companionship. When so situated she is always bright and cheerful, and seems to regard life as a blessing, even though it be in a world as still and dark as the tomb.

Another desirable object is an organ for the girls' school. The beautiful instrument for which the Institution is indebted to

Mr. George Lee, being in the main building occupied by the boys, is not available to the girls.

These are mentioned as among the objects for which the Trustees would be glad to receive the aid of charitably disposed persons, who desire to specify the manner in which either the interest or the principal of their donation shall be applied.

An idea prevails to some extent, that in this and in other American institutions for the blind, education is too much confined to mental culture, and in this respect, are inferior to the English schools, where mental culture is comparatively neglected, and the chief attention is turned to manual labor and to learning some handicraft.

The friends of the blind in both countries have been laboring to lift them above the pauper class, and place them in the industrious class. In most British schools, the chief, and almost the whole attention is given to teaching handicraft, and the workmen become more skilled than ours do. There are societies which provide work for them during life. But their mental culture is neglected, and in this respect, they are far inferior to ours. They are confined to a very narrow range, and can do but one small thing. Ours, with more mental capacity, have a wider range, and can find some useful place in society, or, as a last resort, fall back upon their trade. In both countries the object is to enable the blind to earn their own livelihood. Here it is assumed that every blind child has a right to a certain degree of mental culture at the hands of his fellows; and that, moreover, with this mental culture, he has much better chance of success at his business in life than without it. Educated up to a level with his fellow-men, he is more likely to find some employment in which be can be useful. If he has to fall back on his trade and work with his hands, he can do it so much more successfully than if he were ignorant. In England he is educated more in the spirit of dependence; here, more in the spirit of individual independence. Here instruction in the elementary branches to all poor and rich; there only to a certain class.

Here it is found that the field in which the blind can best compete with the seeing is that of music; hence all would like to enter it who have any taste or talent for it. But they must work hard and long to get their knowledge, and then work harder and longer to make it available. Some of our graduates are employed in factories, at tuning new pianos; others circulate from house to house, and from town to town, tuning old pianos. So with those who give vocal and instrumental music; they have to work hard; and they certainly work more advantageously than they could at making brooms and seating chairs.

The comparative merits of the two systems is now being tested by an interesting experiment in a practical way. Mr. F. J. Campbell, who was so many years principal teacher of music in our institution, upon visiting Europe two years ago, was convinced by what he observed in Great Britain, that a school for the blind more nearly upon our plan would succeed.

He converted several eminent persons to his belief, and by their aid, started a school in London, called the Normal College and Academy of Music for the Blind.

Not being able to find well-trained teachers there, he engaged four of ours, — Mr. J. W. Smith, himself blind, and Misses Faulkner, Greene and Howes, — with whose assistance he is now conducting his school with apparent success. The progress of this institution will be watched with great interest by all the friends of the blind here.*

The institution has sustained another loss by the retirement of Mr. Daniel L. Bradford, the steward and general assistant, whose impaired health obliged him to leave off work. He has served the institution during thirty-five years, with singular devotion, and with strict honesty.

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* Dec. 16. The Normal College continues to increase in number of pupils, and Mr. Campbell has applied to us for two more teachers, — one of our present corps, and the other a graduate and former music teacher.

The work department has been carried on during the year at no other cost to the general treasury than the interest on the capital invested. The results have, upon the whole, been very satisfactory. Employment has been given to twenty-six men and women in the establishment, and to some others outside. They have fairly earned by their work, $4,648.03, which has been paid to them in cash. No more earnest and willing workers can be found. They work at piece work, and when business is good, they choose to work late into the night. Our mattress-makers have worked, during some months, fourteen hours a day, and earned from thirty to forty-five dollars a month.

It is the policy of the Institution to employ blind persons in preference to others in whatever work they can do about as well, and to pay them fair wages. During the past year $7,934.67 were paid in cash to blind persons, for work and services rendered.

There have been some changes and improvements in the internal economy of the Institution. A new arrangement of the buildings, the introduction of steam for heating purposes, and the recent change in the city water works by which water is carried to the fifth story, have remedied some of the defects in the kitchen and laundry, and especially in the accommodations for bathing. The latter were always defective because the boys were obliged to go from their chambers to the basement. The bath-rooms are now on a level with their chambers, and are much more satisfactory than the old ones, in many respects. This is made a matter of special notice in the report of the Director.

The Trustees gratefully acknowledge a donation of seven beautiful sewing-machines from Messrs. Wheeler & Wilson, and one from the Weed Sewing Machine Company. Several girls have learned to work them; among others, Laura Bridgman.

Finally, the Trustees commend the Institution to the Corporation, the legislature and the public, as worthy of their confidence and favor.

At the regular quarterly meeting of Trustees, held October 2, 1872, Mr. N. P. Perkins in the chair, the foregoing Report was read and unanimously adopted as the Report of the Board to the Corporation.

ROBERT E. APTHORP,
FRANCIS BROOKS,
GEORGE S. HALE,
HENRY LEE HIGGINSON,
HAMILTON HILL,
SOLOMON H. HOWE,
AUGUSTUS LOWELL,
EDWARD N. PERKINS,
JOSIAH QUINCY,
BENJ. ROTCH,
SAML. G. SNELLING,
JAMES STURGIS,

Trustees.

SAML. G. HOWE, *Secretary.*

DR. PERKINS INSTITUTION AND MASS. ASYLUM FOR THE BLIND *in account with* WM. ENDICOTT, JR., *Treas.* CR.

1871.			**1871.**			
Sept. 30,	To balance of special account, . . .	$5,252 45	Sept. 30,	By balance from former account, . .	$11,760 10	
Oct. 21,	cash paid Auditor's draft No. 1, .	8,000 00	Oct. 2,	cash from State of Massachusetts, .	7,500 00	
Nov. 13,	Auditor's draft No. 2, .	6,344 31	Nov. 16,	from F. Josselyn, mortgage note,	14,691 75	
1872.			16,	from F. Josselyn, interest, . .	657 04	
Jan. 3,	Auditor's draft No. 3, .	7,161 72	Dec. 27,	New York Central Railroad Cou-		
25,	Auditor's draft No. 4, .	5,000 00	**1872.**	pons $300 (tax $6.25), . .	293 75	
Mar. 25,	Auditor's draft No. 5, .	5,000 00	Jan. 8.	State of Massachusetts, . .	7,500 00	
May 21,	Auditor's draft No. 6, .	5,000 00	12,	received through S. G. Howe, as		
June 3,	Auditor's draft No. 8, .	10,292 99		per statement, ...	5,895 55	
24,	Auditor's draft No. 7, .	3,907 07	17,	balance of legacy of Wm. Oliver,		
July 24,	Auditor's draft No. 9, .	2,732 48		Mass. Hospital Life Ins. Co., .	154 96	
24,	Auditor's draft No. 10, .	5,000 00	Feb. 1,	interest from deposit, . . .	396 78	
Aug. 24.	Auditor's draft No. 12,* .	2,000 00	Mar. 30,	State of Massachusetts, . .	7,500 00	
Sept. 4,	Auditor's draft No. 12,† .	5,000 00	June 3,	received through S. G. Howe, as		
20,	Auditor's draft No. 11, .	2,266 04		per statement, ...	16,202 92	
27,	Auditor's draft No. 13, .	14,000 00	15,	received through S. G. Howe, as		
30,	balance, ...	10,544 66		per statement, ...	2,100 00	
			July 8,	State of Massachusetts, . .	7,500 00	

			July	25,	By cash received through S. G. Howe, as per statement, ...	$4,955 52
			Aug.	1,	interest from deposit, . .	574 49
				31,	New York Central Railroad Coupons $150 (tax $1.25), . .	148 75
			Sept	30,	received through S. G. Howe, as per statement, . . .	9,670 06
		$97,501 67				$97,501 67
				1872.		
			Sept.	30,	By balance, ...	$10,544 66

* In part. † Balance.

The undersigned, a Committee appointed to examine the accounts of the Perkins Institution and Massachusetts Asylum for the Blind, for the year 1871-2, have attended to that duty, and hereby certify that they find the accounts properly vouched and correctly cast, and that there is a balance in the hands of the Treasurer of ten thousand five hundred and forty-four dollars and sixty-six cents. The Treasurer also exhibited to us the following property belonging to the Institution: —

Five bonds (1,000 each) of the New York Central Railroad, valued at $4,700 00

W. A. WELLMAN,
A. T. FROTHINGHAM,
Auditing Committee.

DETAILED STATEMENT OF TREASURER'S CASH ACCOUNT.

1871.	DR.		
Oct. 1.	To balance of special or building account,		$5,252 45
	drafts of the Auditors of Accounts,		81,704 56
	cash on hand, Sept. 30, 1872,		10,544 66
			$97,501 67

1871.	CR.		
Oct. 1.	By balance cash,		$11,760 10
2.	cash from State of Massachusetts,		7,500 00
Nov. 16.	" " F. Josselyn, mortgage note,		14,691 75
	" " " " interest,		657 04
Dec. 27.	Coupons, New York Central Railroad,		293 75
1872.			
Jan. 3.	By State of Massachusetts,		7,500 00
	amount from Dr. Howe, as per following: —		
	Rev. F. R. Tane, account board and tuition of niece,	$100 00	
	Mrs. M. L. Ross, account board and tuition of Jacob Jackson,	225 00	
	Mrs. Major, account board and tuition of son,	112 50	
	Town of Richmond, R. I., account Woodmansie children,	11 40	
	From Frank Kilbourne, for cornet,	25 00	
	From Charles N. Andrew, account son,	14 00	
	Mrs. S. S. Gage, account Fred Spencer,	177 00	
	Orion Matthews, account clarionet,	5 00	
	Chas. Fraser, account brother Septimus,	260 75	
	Gustavus Ryder, account son,	150 00	
	Sale of soap grease,	27 20	
	Tuning pianos,	3 00	
	Sale of tickets of admission to Institution,	43 00	
	Sale of reeds,	50	
	Proceeds of concert,	20 55	
	Sale of cane,	1 30	
	Received from work department for month of October,	1,757 12	
			2,933 32
Amount carried forward,			$45,335 96

	Amount brought forward,		$45,335 96
1872.			
Jan. 3.	Received from work department for month of November,		1,318 65
	Received from work deparment for month of December,		1,643 58
Jan. 17.	By balance of Legacy of William Oliver,		154 96
Feb. 1.	interest from deposit with C. F. Hovey & Co.,		396 78
Mar. 30.	State of Massachusetts,		7,500 00
Jun. 3.	amount from Dr. Howe, as per following: —		
	Mrs. S. S. Gage, account board and tuition of Fred. Spencer,	$100 00	
	A. M. Wade, account board and tuition of son,	204 16	
	Capt. Edgar Snow, account daughter,	55 89	
	John Coughlin, account daughter,	8 00	
	State of Rhode Island, for beneficiaries to May 1st,	2,475 00	
	R. G. Moorman, account daughter,	38 00	
	State of Maine, for beneficiaries to May 1st,	3,250 00	
	A. E. Bigelow, for board and tuition,	243 33	
	Peter Thatcher, for board and tuition of son,	100 00	
	State of Connecticut, for beneficiaries to May 1st,	3,739 25	
	B. O. Frasier, account board and tuition of son,	200 00	
	Robert Muhlig, account board and tuition of son,	10 42	
	Services of band at concerts,	32 35	
	Tuning pianos,	14 50	
	Tickets of admission to Institution,	26 10	
	Sale of books in raised print, Braille slates and writing-boards,	222 60	
	Sale of horse,	150 00	
	Sale of soap grease, old barrels, etc,	66 80	
	Work department for month of January,	1,288 64	
	" " " " of February,	1,213 50	
	" " " " of March,	912 07	
	" " " " of April,	1,852 31	
			16,202 92
Jun. 15.	From Dr. Howe: —		
	From State of Vermont, for beneficiaries to May 1st,		2,100 00
July 8.	By State of Massachusetts,		7,500 00
	Amount carried forward,		$82,152 85

	Amount brought forward, ...		$82,152 85
1872.			
July 25.	amount from Dr. Howe, as per following: —		
	Sale of books in raised print, . . .	$236 05	
	Mrs. C. O. Shattuck, account board and tuition, ...	37 50	
	Income of legacy to Laura Bridgman, .	260 00	
	Received of: Work department for month of May, ...	2,438 95	
	Received of: Work department for month of June, ...	1,983 02	
			4,955 52
Aug. 1.	By interest from deposit of C. F. Hovey & Co., .		574 49
31.	Coupons N. Y. Central R. R.		148 75
Sept. 30.	amount from Dr. Howe, as per following:—		
	Sale of books in raised print and Braille slates, etc., ...	$199 77	
	Tickets of admission to Institution, . .	21 66	
	Sale of soap grease, etc., ...	39 31	
	Tuning pianos, ...	8 00	
	State of Maine account beneficiary, . .	100 00	
	Wm. Cullen, account board and tuition of son, ...	15 00	
	S. G. Howe, board of man and pony . .	155 46	
	Sale of cow, ...	99 00	
	Sale of brooms in boy's shop, . . .	117 68	
	Work department for use of horse and wagon one year, ...	500 00	
	Work department for board of saleswomen one month, ...	12 43	
	Cash rec'd in work dept. in month of July,	1,980 15	
	" " " " " " " " Aug.	1,998 62	
	" " " " " " " " Sept.	4,422 98	
			9,670 06
			$97,501 67

Analysis of Treasurer's Account.

The Treasurer's Account shows that the total receipts during the year were		$97,501 67
Less cash on hand at beginning of year, ...		11,760 10
		$85,741 57

Ordinary Receipts.

From State of Massachusetts, ...	$30,000 00	
beneficiaries of other States and private pupils,	13,987 20	
		$43,987 20

Extraordinary Receipts.

From work department for cash received for articles made by the blind, . . .	$22,809 59	
F. Josselyn's mortgage note, ...	14,691 75	
From interest, ...	$1,628 31	
coupons of New York Central Railroad, .	442 50	
balance of legacy of William Oliver, . .	154 96	
sale of musical instruments to pupils, . .	80 00	
for tuning pianos, ...	25 50	
for sale of books in raised print, . . .	658 42	
proceeds of concert, ...	52 90	
sale of soap grease, tickets of admission to institution, &c., ...	225 87	
sale of horse and cow, ...	249 00	
sale of brooms in boys' shop, . . .	117 68	
work department for use of horse and wagon,	500 00	
board of man and saleswoman, &c., . .	167 89	
		41,754 87
		$85,741 57

GENERAL ANALYSIS OF STEWARD'S ACCOUNT.

DR.

Receipts from Treasurer on Auditor's drafts,	$81,704 56	
Balance due Steward, Sept. 30, 1872, . . .	2,768 07	
		$84,472 63

CR.

Liabilities due Sept. 30, 1871, ...	$6,344 31	
Ordinary expenses, as per schedule annexed, .	41,819 19	
Extraordinary expenses, as per schedule annexed,	36,309 13	
		$84,472 63

ANALYSIS OF EXPENDITURES FOR THE YEAR ENDING SEPTEMBER 30, 1872, AS PER STEWARD'S ACCOUNT.

Meat, 25,099½ lbs.,		$3,629 80
Fish, 3,383½ lbs.,		212 73
Butter, 4,120½ lbs.,		1,461 09
Rice,		85 79
Bread, flour, meal, &c.,		1,074 79
Potatoes and other vegetables,		583 13
Fruit,		401 72
Milk, 13,622 quarts,		1,155 62
Sugar, 3,193 lbs.,		376 87
Tea and coffee, 689½ lbs.,		289 63
Other groceries,		384 82
Sundry articles of consumption,		188 11
Gas and oil,		360 29
Coal and wood,		2,898 43
Salaries, superintendence and instruction,		14,748 76
Wages,		4,210 40
Outside aid,		487 15
Laundry,		251 20
Clothing and mending,		10 81
Furniture and bedding,		1,505 75
Musical instruments,		705 05
Expenses of stable,		789 05
of boys' shop.		265 95
of printing office,		1,168 07
Books, stationery, &c.,		590 11
Medicines and medical aid,		88 66
Advertising,		7 00
Water rates,		262 00
Board of blind men,		254 56
Insurance,		431 00
Rent of office in town,		350 00
Travelling expenses,		135 07
Ordinary construction and repairs,		2,098 36
Sundries,		357 92
		$41,819 19
Extraordinary construction and repairs,	$6,723 61	
One-half price of new boat,	90 10	
Bills to be refunded,	373 03	
Stock furnished blind people,	1,023 83	
New type for printing office,	1,410 69	
Expenses of work department,	26,687 87	
		36,309 13
		$78,128 32

GENERAL ABSTRACT OF ACCOUNTS OF WORK DEPARTMENT, OCTOBER, 1, 1872.

Liabilities.

Due Institution for investment at sundry times since the first date,	$19,378 42	
Excess of expenditures over receipts,	3,841 98	
To sundry individuals,	165 29	
		$23,485 69

Assets.

Stock on hand October 1, 1872,	$7,081 79	
Debts due,	2,726 78	
		9,808 47
		$13,577 22

Balance against work department, October 1, 1871, including interest on investments,	$15,268 24
Not calculating interest,	1,162 70
	$14,100 54
Balance against work department, October 1, 1872,	13,577 22
Gain of the year, not reckoning interest on capital,	$523 32

Analysis of Work Department for 1871-72.

DR.

Cash on hand, Oct. 1, 1871,	86 30	
received during the year,	22,809 59	
Excess of expenditures over receipts,	3,841 98	
		$26,687 87

CR.

Liabilities of October 1, 1871,	$699 64	
Salaries and wages paid blind persons,	4,648 03	
Salaries and wages paid seeing persons,	3,002 78	
Sundries for stock, etc.,	18,337 42	
		$26,687 87

Account of Stock, October, 1872.

Real Estate,			$296,400 00
Household Furniture,	$16,581 41		
Provisions and Supplies,	409 37		
Wood and Coal,	2,137 30		
Musical Department, viz.—			
1 large organ,	$5,500 00		
3 small organs,	730 00		
30 pianfortes,	6,670 00		
Brass instruments,	1,386 33		
Violins,	363 95		
		14,650 28	
Musical Library,		494 90	
Library of book in common type,		808 24	
Library of books in raised type,		11,997 78	
Furniture of Printing Office,		3,282 09	
Stereotype Plates,		840 12	
School Furniture and Apparatus,		2,275 43	
Boys' Shop,		256 36	
Stable,		1,169 70	
One-half Boat,		90 00	
			54,992 98
			$351,392 98

List of Embossed Books printed at the Perkins Institution and Massachusetts Asylum for the Blind.

	No. of Vols.	Price per bound Vol. of those for sale.	Price per unbound Volume.
Howe's Blind Child's Manual,	1	–*	–
English Reader, first part,	1	–	–
English Grammar,	1	–	–
Political Class-Book,	1	–	–
Principles of Arithmetic,	1	–	–
Book of Diagrams,	–	–	–
Psalms in Verse,	1	–	–
Psalms and Hymns,	1	–	–
New Testament (large),	2	–	–
Old Testament,	6	–	–
Bible,	–	–	–
Guide to Devotion,	1	–	–
The Dairyman's Daughter,	1	–	–
The Spelling Book,	1	–	–
The Sixpenny Glass of Wine,	1	–	–
Harvey Boys,	1	–	–
Milton's Poetical Works,	2	–	–
Lardner's Universal History,	3	$4 00	$2 75
Howe's Geography,	1	4 00	2 50
Howe's Atlas of the Islands,†	1	3 00	–
Howe's Blind Child's First Book,†	1	1 25	–
Howe's Blind Child's Second Book,†	1	1 50	–
Howe's Blind Child's Third Book,†	1	1 50	–
Howe's Blind Child's Fourth Book,†	1	1 50	–
English Reader, second part,†	1	4 00	–
Viri Romæ,†	1	2 50	–
Peirce's Geometry, with Diagrams,†	1	3 50	2 25
First Table of Logarithms,	1	3 00	1 75
Second Table of Logarithms,	1	3 50	2 25
Astronomical Dictionary,	1	2 00	–
Rudiments of Natural Philosophy,†	1	4 00	2 75
Guyot's Geography,	1	4 00	2 75
Cyclopedia,	8	4 00	2 50
Natural Theology,	1	4 00	2 50
Combe's Constitution of Man,	1	4 00	2 50
Constitution of the United States,	1	2 00	–
Pope's Essay,†	1	2 00	–
Baxter's Call,	1	4 00	2 75
Book of Proverbs,	1	4 00	2 75
Book of Psalms,	1	4 50	2 00
New Testament (small),	4	4 00	2 75
Book of Common Prayer,	1	5 00	3 00
Hymns for the Blind,†	1	3 75	2 50
Pilgrim's Progress,	1	4 00	2 75
Life of Melancthon,	1	2 00	1 00
Old Curiosity Shop,	3	4 00	3 00
Shakespeare's "Hamlet," and "Julius Cæsar,"	1	4 00	3 00
Hebrew Melodies and Childe Harold,	1	3 00	2 00
History of United States,	1	3 75	2 25
Child's History of England,	1	4 00	2 50
Writing cards,			$0 20
Braille's Writing Boards,			1 25

Most of the above volumes will be sold to regular Institutions at 20 per cent. below the regular price. Books loaned gratuitously to any blind person who offers sufficient security that they will not be abused, and will be returned.

* A blank space means no copies for sale. † Stereotyped.

EXTRACTS FROM REPORT OF THE DIRECTOR.

THE number of blind persons immediately connected with the establishment at the close of the last year was 163. There have entered since, 41; 31 have been discharged; so that the present number is 173. Of these, 157 are in the school department proper, and 16 in the work department. The first class includes 157 boys and girls; the second 16 men and women.

The general health has been good. No epidemic and no mortal disease have occurred. Most of those discharged bid fair to do well. Eight have been carefully trained in vocal and instrumental music and are earning their own livelihood.

. . . . . .

Mention is made in the report of the trustees of the successful establishment in London, England, of a high school for the blind by Mr. F. J. Campbell, who, during eleven years, was our principal teacher of music, and my general assistant. He is entirely blind, and besides the valuable services which he rendered as teacher of music, he was of great use to the blind, as a living example of how much can be done by courage, energy and industry to compensate for the lack of sight.

When he communicated to me his plan for opening in England a high school for the blind, organized according to our American ideas of what such a school should be, rather than upon the model of the existing British schools, and asked my consent to his taking some of our most esteemed teachers to assist him, I could not refuse, because, beside my desire to aid him personally, I had a strong desire to see our system more widely diffused, and our ideas tested in a new field. I knew

that Mr. Campbell would be more likely to succeed, and his establishment to take a high stand, with the assistance of trained teachers, of high moral character, than with such as he might pick up abroad.

Of course it gave to me, personally, much regret, and caused sorrow to all the inmates of the household, to part with such an assistant as Mr. Joel W. Smith, (a man of rare virtues, beloved and respected by all who know him; and to part with such teachers as the Misses Faulkner, Green and Howes; nevertheless, the sacrifice was cheerfully made in view of the great good which might result therefrom to the cause of the education of the blind.

If the enterprise succeeds, and the blind of Great Britain are benefited thereby, all those engaged in it will have the gratification of helping to pay back, in a small degree, the debt of obligation to the mother country for manifold services rendered by her to the cause of human beneficence.

Besides the loss of those valued teachers, the institution has lost the services of Mr. Daniel L. Bradford, who has served it faithfully in various capacities during more than thirty continuous years. But his impaired health prevented him from longer performing the active and trying duties of his place.

He has been a valuable assistant to me, and a useful officer of the institution. A mechanic of the old school, his knowledge of various mechanical branches was very useful in the alterations and improvements of the premises, and in the printing department.

During several years he has been steward. His watchfulness, industry and frugality have been felt in all the material interests of the establishment; and his kindness of heart has been more valuable still, because such qualities in a permanent officer pass into and help to form the character of the establishment. This institution has been Mr. Bradford's home, and the chief object of his thoughts and affections during the best years of his life. Such men as he build better than they know; and the

good influences of his life and conversation will be felt in this institution long after his old familiar footstep and voice shall cease to be heard within its walls.

. . . . . .

The most interesting event of the year was the Convention of Superintendents and Teachers of Institutions for the blind, held at this Institution.

Twenty establishments were represented by fifty-five superintendents and teachers.

It lasted three days, and called forth some interesting discussions of subjects connected with the education of the blind, and some new thoughts.

The presence of representatives from establishments of twenty States, some of which receive beneficiaries from adjoining States, show the general interest which is felt in the education of the blind, by the people of the United States; and the readiness of legislatures and people to pay liberally for promoting it; and of the rapid increase of the means of obtaining it. There was a general concurrence of opinion upon several important matters, although no vote was deemed necessary. Such as, that mental and instructive culture should underlie and form an important part of the course of education and training for all the blind, even those destined to mechanical pursuits. That the methods and processes of instruction in schools, and the various means used in education, should conform as nearly as possible to the most approved ones used with ordinary children and youth.

That the multiplication of books in raised print, and the improvement of tangible apparatus of instruction, are of great importance.

That uniformity of type is desirable, but not essential.

Bodily Training, Cold Bathing, &c.

All systems of education and instruction of youth which neglect the means of developing and increasing the general health,

strength, and activity of the body, are faulty. But a system for the education and instruction of a class of youth marked by a special and abnormal condition of body, would be grossly faulty, if it neglected special means for counteracting, as far as possible, the effects of that condition.

Deaf mutes are an abnormal class; but their infirmity does not so much affect the healthy and normal development of the body as it does that of the mind. They are as strong, active and graceful as ordinary youth; hence they require physical training, as ordinary youth do, but no more.

But the infirmity of deafness prevents the development of natural speech, and the main purpose of the instruction of mutes is to find a substitute for that. On the other hand, the infirmity of blindness, while it does not primarily affect the normal development of the mental faculties, does affect and impair, very considerably, the development of bodily health, strength and activity. Hence the young blind almost universally lack the bodily vigor, activity and grace which distinguish all youth, even the deaf mutes.

As a class, they have all the mental faculties, the moral attributes, the social affections ready for development, and yearning for exercise; but they are comparatively puny in health, feeble in limb. It is plain to the eye that the standard of health and vigor among them is far below the average; and stubborn statistics show that they die comparatively young.

In a class of youth at an academy or college, a large proportion are healthy, ruddy, hardy, and boiling over with animal spirits; while here and there is sure to be one whose erect and graceful form, beaming countenance, elastic flesh, clean limbs and springy tread, liken him to young Apollo, straining for action in the field of life.

Among more than a thousand blind youth whom I have known, I cannot recollect more than three of the first class; not one of the second.

It can hardly be otherwise; how can they, darklings, stand

erect; move freely and swiftly; feel the fire and flash of youth, and strain for action in the battle of life? The pluckiest of ancient warriors, stricken blind, could only sit mourning in his tent and say, "Give me to see, I ask no more."

But the worst of all is, that the natural effects of their sore infirmity are made tenfold greater by fond, foolish indulgence. Of all spoiled children, the worst and most persistently spoiled, are blind children. The most persistently spoiled, because while others may escape from the emasculating effect of fondling, when their tender years and dependent conditions no longer call out indulgent affection, the blind do not escape them, because their sore affliction, and their helplessness, makes the same appeal to compassion and affection which mere childhood always does. Ordinary children are required to do everything for themselves which they can possibly do; and blind children require this discipline even more than ordinary children; but the reverse is the case, and everything is done for them. Timid affection even restrains the locomotion which they yearn for; so that they are kept in babyhood and childhood as long as they can be. Almost all the boys and girls sent to this Institution show the sad effect of unwise indulgence. It has stunted them physically, mentally and morally. As compared with others, they are pale and puny; stooping in gait, timid of tread, and lacking in pluck.

It is said of idiots, that they have so little of the human desire for action, that they shrink even from the effort to think.

It is not so with the blind, at least of those presented here for admission; their natural bodily powers, their capacities, desires, resolutions, courage and yearnings for action, have not only not been well developed, but rather discouraged by their home training.

They generally bear the marks of languid circulation of blood, and this causes languid condition of all the bodily functions; and consequently of the whole system. They are not up to concert pitch with other youth.

The first thing needed was the correction of their low condition of health and strength, as far as could be by correcting the habits engendered by their infirmity. Inaction, or feeble action of the muscular system, seemed the immediate cause of the general languor and feebleness of all the bodily functions. Freshly aerated blood is no more necessary to color the cheeks and lips, than it is to stimulate the brain to carry on healthy and vigorous thinking.

To bring up the blind, then, to their highest attainable standard of mental power, one must begin with bringing them up to the highest attainable standard of bodily health and activity. It was in this view that I initiated a system of bodily training which certainly was a novel one, at least in that class of persons. The means were, first, free and frequent gymnastics in the open air; second, the use of cold water within doors, not only with a view to cleanliness, but to its effect upon the arterial and general circulation.

The pupils were required to go from school-room or music-room during the last quarter of every hour to the gymnasium, or into the open air; to take daily walks; to go through a severe drill in the gymnasium; to bathe daily in the sea, &c. They were taught to swim, and to row a boat.

They generally entered into these exercises with enthusiasm, which was so high at one time, that a class of girls learned to row a boat.

A complaint was made by some tender and timid persons, many years ago, that I endangered the life and limb of my pupils by the exercise in the gymnasium; similar to the complaint made last winter about my endangering their health by cold bathing, differing in the motive, however, as personal spite and itch for notoriety differ from real kindness.

Mr. George Combe, the eminent author of the "Constitution of Man," was then travelling in the United States. His attention was drawn to this matter, and his keen, philosophical eye took in the whole bearings of the matter at once.

In his "Tour in the United States," Vol. 1, p. 228, after describing the Pennsylvania and other Institutions for the Blind, he says:—

"Further, Dr. Howe's pupils increase the extent and variety of the exercises which they are enabled to take, by climbing up poles, jumping over beams, and performing other athletic feats. *Here* it is believed to be dangerous to do such acts, and the pupils always keep on the ground.

"It appears to us that Dr. Howe has a bold, active, enterprising mind, and to a certain extent he impresses his own character on the minds of his pupils.

"He enlarges the practical boundaries of their capacities by encouraging them to believe in the greatness of their natural extent."

This was the gist of the whole matter. "I sought to enlarge the practicable capacities of the blind as a class by encouraging them to believe in the greatness of their natural extent."

It seemed to me that when I had brought a puny, timid blind boy from lolling on the sofa, or exercising in a rocking chair, to plunge boldly into the sea, to swim manfully, to row a boat, and to do a hundred things unthought of at home, I had practically enlarged the boundaries of his capacities.

There was a certain risk in all this, as there must be in all physical training. Some boys may be ruptured in gymnastic exercises; may be drowned while learning to swim; may be killed in learning to ride; may break a leg kicking football; may walk, run, row to excess; but shall we give up teaching manly exercises for fear of such possible consequences?

Cold bathing formed merely an adjunct to my system of physical training, which required plentiful but simple diet, exercise in the open air, gymnastics within doors. But circumstances require that special notice be taken of that adjunct. A man's personality must necessarily be carried into his works; and my faith in the virtue of cold water has doubtless had something to do with its general use here.

Cleanliness is a high virtue; uncleanliness is sin.

I hold that no living human body wearing clothes, can be strictly clean, unless every part of it is washed every day. A corpse that has ceased to throw effete excretions upon the surface, may be washed once and forever.

The effete excretions thrown upon the skin of every living person at every moment, should be removed once a day, at least by water; especially from those persons in whom the circulation is languid, and the bodily functions are not performed vigorously and healthfully. In such persons the effete excretions are not only dead matter, but nasty matter. It is decidedly so with lunatics as a class, and with idiots; and to a certain extent with all those whose condition induces bodily inaction, as blindness, imprisonment, &c.; also in those who take very little bodily exercise. The bodily system of a healthy and robustuous person in full exercise, repels vigorously unwholesome agencies, and he is less sinful, therefore, going unwashed, than is a feeble and sickly person.

The argument that unwashed men and women are well enough, and live as long as other people, has not the slightest weight with one who believes that it is by such sins as uncleanliness that death enters into the world, and still extorts from mankind the tribute of more than half the years of its heritage, and who firmly believes that by repentance and religious obedience to natural laws, our length of days may be doubled; and what is more important, that they may be passed without any bodily sickness and suffering.

But daily cold bathing was adopted into my system of physical training, not wholly with a view to cleanliness, but as a powerful hygienic, and even moral agency.

It was to help quicken the languid circulation so common among the blind, and to give tone and vigor to the body. It was to help strengthen the will, and give moral hardihood.

Being in the prime of life, I led the way myself in sea-bathing, as in other bodily exercises.

We had a bathing-house on the seashore, with a stove inside, and took a plunge every morning until late in the season. I remember keeping it up myself, for several seasons, until after Christmas; though I did not exact it of the pupils.

I trained my own children to the cold morning bath. I have persisted in the habit myself, tempering the water as I grow older; and I attribute to this practice, in part, the preservation of more bodily vigor at threescore and ten, than my original constitution seemed to warrant the hope of.

As for the charges which have been made of cruelty in the enforcement of my rules about morning baths, they are too absurd to be noticed.

That children so indulged at home as blind children usually are, should shrink from cold water upon the skin is natural enough.

But the imaginary scenes of suffering in our bath-room which have been depicted, are mere bugbears, held up to the public for selfish purposes.

The water is never "icy cold." The rule is to have it drawn from the Cochituate pipes, in the afternoon, and stand over night, to acquire the temperature of the room. After the plunge the boy enters immediately into a room made very hot by a stove; and there applies vigorous friction.

The attendant is directed that if a boy does not have a healthy reaction, that is, a glow upon his skin, the water is to be tempered; if still he has no reaction, he is to be excused. During last winter, about 10 to 15 per cent. of the pupils were excused habitually.

I maintain, therefore, that the system was wise, and the practice productive of good effects, physically and morally.

There were certain faults in the administration that I am happy to say will be corrected as soon as the high pressure service is introduced into South Boston; this is promised in this month.

I have long regretted that the boys had to go down to the basement for their baths, but it seemed necessary.

The high service will carry the water to our third, perhaps fourth story, and I have taken measures to have bath-rooms near to the sleeping rooms.

We shall also obviate, in a great degree at least, the second valid objection which has been urged against our practice; to wit, that of having more than one bathe in the same water.

I shall continue to take especial care, moreover, that the attendant shall be a sufficiently intelligent and reliable person to prevent any pupil taking a cold bath while under any temporary indisposition which should forbid its use.

I shall not, however, pay any greater attention to certificates of medical men, to the effect that A or B's constitution forbids use of cold bathing.

Such certificates are easily obtained by any fond mother who thinks her boy ought to be spared the shock of washing his hands in cold water, and have it daintily warmed for him. She might, indeed, get doctors to certify that a little wine at dinner would strengthen his system.

Having remedied, as far as possible, all defects in the administration of the cold baths, I shall continue to administer them unless prohibited by a vote of your Board; and shall recommend the practice to my successor as one of the most important features in our system of physical training, and well calculated to invigorate both the bodily and mental health of our pupils.

The allusions which I have made to our bodily training will explain its general character. It has been carried out with more or less rigor, according as I have been seconded by assistants who had more or less faith in it. There was a time, for instance, when most our boys and many of the girls, could swim well; could pull an oar, and showed considerable muscular vigor in gymnastic exercises; and then again, such exercises fall into comparative neglect. While I had the great advantage of the assistance of Mr. F. J. Campbell, himself totally blind, our system of physical training was carried to high perfection. He believed in it; and always lived up bravely to his belief.

He taught me useful lessons as to the capacity of the blind. I remember, after having had a talk with him about the duty of training our pupils to perform all sorts of work which it was possible for them to do, and to do the full share of domestic work, he persuaded a class of his boys to volunteer to wash and scrub the floors; and they did it long enough to show that they could do it well.

He introduced some exercises which can be maintained persistently only by those who possess great natural pluck and personal magnetism.

. . . . . .

MEMBERS OF THE CORPORATION.

All persons who have contributed twenty-five dollars to the funds of the Institution, all who have served as Trustees or as Treasurer, and all who have been elected by special vote, are members.

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1872 - 73.

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FORTY-SECOND ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts Asylum for the Blind.

OCTOBER, 1873.

BOSTON:
WRIGHT & POTTER, STATE PRINTERS,
CORNER OF MILK AND FEDERAL STREETS.
1874.

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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND,
BOSTON, January 1, 1874.

Hon. OLIVER WARNER, *Secretary of State.*

DEAR SIR:—I have the honor to transmit to you, for the use of the legislature, a copy of the Forty-Second Annual Report of the Trustees of this Institution to the Corporation thereof.

Respectfully,

SAM'L G. HOWE.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

To the Members of the Corporation of the Perkins Institution and Massachusetts Asylum for the Blind.

GENTLEMEN:—The undersigned, Trustees, respectfully submit the Annual Report for the year ending Oct. 1st, 1873.

They inclose the report of the Treasurer, Wm. Endicott, Jr., the report of the Director, and the several inventories of real and personal estate required by law.

The several documents furnish a minute detail of the history and condition of the Institution in all its departments, —financial, educational, hygienic, etc. The report of the Director sets forth the general policy upon which the Institution has been conducted, with detailed cases showing the success thereof. The Trustees, therefore, have only to make general reference thereto.

The year has passed pleasantly and prosperously in the Institution. The general health has been good. There have been no deaths in the house, and no epidemics or severe diseases.

The establishment has been under the direction of the same gentleman who has administered it from its commencement, over forty years ago.

Most of the officers and teachers have been many years in the service, and are of tried value.

The number of blind persons in the various departments is 176. This, with one exception, is the largest number ever upon our books. The number in actual attendance is larger

than ever before; it is, indeed, larger than is desirable in institutions organized upon the usual plan. In ours, the evil effects of the congregation of a large number of defectives are less perceptible, because they are divided into five families, live in separate dwellings, and come together in classes only for purposes of instruction, as ordinary children go to day-school.

There will be a constant increase of applicants, and the time is not distant when the Institution will have to be enlarged. That will be the desired opportunity of re-organizing upon the plan pointed out by wisdom and confirmed by experience as the best, to wit: that which gives to the blind homes in ordinary families, or in families organized as nearly as possible upon the model of the ordinary family, which brings them together only for purposes of instruction, and which keeps them most completely under good social and moral influences.

Financial.

Resources and Expenditures.

An analysis of the report of the Treasurer, Wm. Endicott, Jr., which has been duly audited, shows that the balance in his hands, Oct. 1st, 1872, was $10,544 66

The receipts from the regular sources of income during the year were,—

First. The interest upon invested funds, .	$1,219 29
Second. From the annual appropriation by the State of Massachusetts, ...	30,000 00
Third. The amount paid by other States of New England for the education of state beneficiaries, amounting last year to	12,331 79
Fourth. The amount paid by individuals for private pupils, ...	1,467 88
Making the total receipts from ordinary sources,	$45,018 96
From all other sources, ...	27,424 77

Excluding amounts paid for articles to be manufactured in the work department, the expense of carrying on the establishment was $8,188.87.

Of this, $4,578.62 was paid to BLIND PERSONS for salaries or wages.

All moneys received, from whatever sources, are paid over to the Treasurer.

All bills for purchases made by the Steward, and all expenditures whatever, are carefully examined and certified by the Director; then they are audited and approved by the auditors of accounts, monthly, who make requisitions upon the Treasurer in favor of the Director who is the disbursing officer. The amount so paid out on requisitions was $74,108.64, including amount paid for stock to be manufactured in the work department.

This leaves a cash balance of $8,879.75 against $10,544.66 on hand, Oct. 1, 1872.

The Treasurer exhibits evidences of personal property amounting to $4,700.

Then there is the furniture of the several houses, the library and school apparatus, an organ and pianos and other musical instruments. The value of these is shown by the inventory herewith submitted.

The real estate of the Institution consists, first, of 99,500 feet of land on Broadway, between G and H Streets, and 11,875 feet on Fourth Street, South Boston, with the buildings thereupon, to wit: The main building, the school-house for girls, the engine and boiler house, four new dwelling-houses, the workshop, and a substantial brick stable. The land may be fairly estimated at $220,000, and the buildings at $76,400. Second, an estate on Prince Street, bequeathed to the Institution last year by Mr. Benjamin Hudson, valued at $8,500.

This property is all unencumbered, and is kept fully insured.

The title of the lots on which the four cottages are built, is vested in the State of Massachusetts. The title to all the rest is vested in the Corporation.

The grand total value may be fairly estimated at $304,900.

The Trustees cannot close this part of their Report without expressing their thanks to Mr. Endicott for the fidelity, ability and courtesy with which he has discharged the duties of Treasurer.

His departure on a long journey, and for a term of protracted absence, obliged him to tender his resignation, which the Trustees accepted with regret.

General Instruction.

It will be seen from the above statement that the income from all regular and reliable sources barely suffices for what may be considered as the absolute necessaries of life to the Institution.

Its purpose is to instruct and train up gratuitously all indigent young blind persons belonging to Massachusetts, and persons from other States, at actual cost.

They can be maintained very frugally, but their instruction is necessarily costly. It is mainly oral, and without much aid from text-books. The teachers therefore must be persons of ability, and be capable of adapting their instruction to the comprehension of their pupils. The classes are necessarily small, and therefore the teachers must be numerous.

Instruction in the elements of vocal and instrumental music is given to all as part of the regular course. This of course requires good teachers and expensive instruments.

There is a training school for manual work, in which the pupils pass part of each day, learning some simple trade.

There is a separate department for teaching adult blind persons to work, and for furnishing work to those who have learned trades, but cannot find employment in their respective homes.

The members of this department provide for their own board in the neighborhood, or live with their own families in houses or lodgings provided by themselves.

This department has, during many years, about paid its own expenses. Last year the actual cost over and above the earnings was $2,272.84.

This was owing partly to having been obliged to carry many old debts to profit and loss, and partly to circumstances which affected all establishments in similar business.

In return, however, for this expenditure, the establishment gave employment to twenty blind persons, and paid to them $4,576.62, cash, for their wages.

Special Instruction in Music.

Finally, there is a department for special instruction, training and practice for those who have given sufficient proof

of musical capacity to warrant the belief that they can earn a livelihood by teaching music, by playing the organ, and by tuning pianos.

This is an expensive department. The cost of an excellent organ, of three parlor cabinet organs, thirty-two piano-fortes, and of a band of instruments, and the keeping them all in high condition, is necessarily great. The instructors must be of the first order, and such are of course expensive. The results, however, are satisfactory, and in many cases very gratifying.

Besides these direct duties of the Institution, there are indirect means of promoting the general welfare of the blind, to which the Trustees devote whatever funds may be put at their disposal. Some of these will be mentioned presently. The expediency of devoting so much care and expense to the special instruction of a few in music, and to printing books in raised letters, will be better understood by considering the

General Objects and Policy of the Institution.

In every generation of children, a certain proportion, varying according to social conditions, are born blind, or with such defective organs of sight as to become blind.

They of course remain long, if not always, dependent upon their relations or upon society.

They start in the race of life under sore disadvantages as compared with other children. They lack the one physical sense most important of all, for the development of bodily strength and activity, and for the subsequent exercise thereof in manual work. They find all the industries of the world based upon the presumption that men and women can see. The blind therefore meet with obstacles at every step. They are laden with a heavy burden. Most of them are born of the poor, and even the few who are not so born, become poor; and when parental aid is withdrawn, tend to sink into the dependent class, and die paupers.

Many of them are endowed with keen sensibilities, and suffer more from their low social position than from blindness. They are ashamed to beg, and ask only to be put as far as may be upon a par with others, by training and opportunity

for work; but in common with their fellows, they, too, sink into the dependent class. Hence it has been that in all civilized countries, blindness and pauperism were synonymous terms. The choicest begging-posts at street-crossings and cathedral porches were theirs by right of inheritance; and the almshouse was the home of their old age.

Such was generally the social position and condition of the blind, as a class, until the early part of our century. Then the universal compassion which had shown itself everywhere and always, by the ready but demoralizing practice of giving alms, in some shape, began to be enlightened, and organized societies were formed for befriending the blind. The prevailing idea, however, that the blind must be dependent upon charity, gave to these organizations the form of ill-disguised almshouses; and the prevailing idea that the poor could only be employed in manual labor, gave them the form of workshops. Such, with a few exceptions, was the general character of the organizations in behalf of the blind, which grew rapidly in numbers in the early part of the century.

It was a great step forward to gather the beggars from the cathedral porches, and the street-corners, into workshops; and to make them help themselves by using their muscles. But there was scarcely any thought of their social elevation; of their right to the development of their capacities by education; of their ability to follow higher pursuits; and to get their living by the exercise of faculties which are less impeded by darkness than is manual labor.

A common title was, School for the Industrious Blind; but no form of industry was practised except that of manual work. At this period this Institution was organized in Massachusetts, and others sprang up rapidly in other States. Born in a more democratic atmosphere, they were more liberally organized. In recognition of the right of all children to instruction at the public cost, the institutions were to be schools to which blind children were admitted as a right, and not of charity.

These schools must be special and costly; and as the State could not locate one within the reach of every blind child, he must be taken to the central one, and maintained and taught

at state charge, thus equalizing the condition of the parents with that of other citizens in respect to rights of instruction, as far as the State could do it.

This recognition of the rights of the blind to a share of public aid without a taint of alms or of charity, is a distinctive feature of American institutions, especially as compared with those of Great Britain.

Another distinctive feature is, that all blind children and youth must have instruction in all the common branches of school learning, and the elements of vocal and instrumental music, with a view to the general development and elevation of character, even of those who are to be trained to mechanical pursuits and to become broom-makers or washer-women.

Another distinctive feature of our American method is, that while all are to be trained to simple manual work, with a view to the development of bodily strength and dexterity, hand work is not considered the calling best adapted to their bodily condition, nor the one which presents fewest obstacles to success: on the contrary, it is to be relied upon only by those (unfortunately a very large proportion) who have not the kind of ability and the peculiar faculty necessary for adapting themselves to pursuits which require special and higher mental culture.

Some of our pupils have been prepared for college, and have graduated respectably from our universities. But by far the greater number of this class have been trained to be organists, pianists and tuners of pianos, etc.; and many are now living independently, laying up money, and following useful and honorable callings.

Our own Institution has given special attention to this branch, and has been at great expense for teachers and instruments. Indeed, it may be fairly claimed that it has led the way in adopting and carrying out the peculiar features of what may be called the American method of educating the blind. The annual reports of our Director during the past quarter of a century, have advocated the adoption of its principal features.

The results have been, upon the whole, very gratifying. Among them is the higher social status of the blind as a

class. In New England, at least, blindness is no longer synonymous with dependence and pauperism. Hundreds of our graduates, scattered in the community, stand high in the esteem of their fellow-citizens, and are earning a good livelihood.

These rather shun than seek notoriety, while those who, from lack of capacity or lack of virtue, become dependent, thrust themselves upon public notice, and *exploiter* their infirmity, so as to get the most money with the least work.

Cases of this kind give rise in the minds of some to the idea that our method is "too genteel"; that it is not practical enough.

Some writers, not well acquainted with the principles and the facts of the matter, have even suggested that it might be better to go back to the old British method, and turn our schools into mere training shops for manual labor.

The facts point the other way; and there is a growing demand in Great Britain for a method more nearly approaching our own.

This demand has been strong enough to warrant a novel enterprise, the establishment of the Royal Normal College and Academy of Music for the Blind, in London, upon a method, the distinguishing features of which have long existed and been advocated here. The new school has been less than two years in existence, but has already forty-five pupils, and promise of as many more as can be accommodated.

The establishment was undertaken by Mr. Campbell, formerly teacher of music in our Institution, and is conducted by him and five ladies and one gentleman who were former teachers, and some of them pupils, of this Institution.

Three of these teachers are themselves blind, and are persons of character, ability and culture. The establishment has the best wishes of all here for success, and a wide field of usefulness.

Whatever may be the result elsewhere, the experience of this Institution shows that when a blind child, in addition to general fair ability, has taste and talent for music, and that is carefully cultivated, he may go forth into the world and be

reasonably sure that by diligence and good conduct he will earn a comfortable living, fill a useful place in society, and lay up money for his old age. There are twenty-two of our graduates in our immediate neighborhood who earn each from three hundred to fifteen hundred dollars a year.

The instruction required to become a good teacher or tuner is of course very expensive, but this Institution has persisted in expending large sums in this branch until it has gained acknowledged eminence for success, and possesses means for enlarging it.

Books for the Blind.

Former reports of the Institution have dwelt upon the importance of continuing the work of printing for the blind, and so gradually forming a select library of text-books and of other books.

The expense of this work has been mainly paid out of legacies and donations, and the Trustees earnestly commend it to the attention of benevolent persons.

Instead of adding to what has been frequently said in behalf of this interesting form of charity, the Trustees will quote from the report of the Director, an account of a blind young man, a graduate of our Institution, recently deceased:—

"This is one of many cases which prove that poor blind boys, by aid of special instruction, may be enabled to get a living, to lay up money, and to fill a respectable place in society by diligent practice of their art. It will also show how highly blind persons themselves prize embossed books, and desire their multiplication.

"Thomas Roach entered the Institution in 1854, being only nine years of age. His parents were ignorant and depraved paupers. Probably his blindness was caused by an injury which his mother was too tipsy to perceive or to prevent. He had grown up in filthy surroundings, and among vicious associates. The mother was not only intemperate, but so deficient in moral sense as to sell clothes which had been given to her boy by benevolent ladies.

"Thomas was an unruly and unpromising scholar, and for many years did not do well. Fortunately, the benevolent Misses Loring became interested in him, provided him with clothing, looked after him in vacations, and gave him both moral and material aid.

"As Thomas grew older he grew more docile, and improved in mind and character. He showed musical ability and general capacity, and was, therefore, allowed to give much time and attention to music, and finally was selected to become a tuner of pianos. In 1864 he was discharged, and aided to establish himself in Lynn as a teacher of music and tuner of pianos. He was industrious, enterprising and persevering, and soon able to support himself. What was still better, he earned the respect and good-will of the community, and the warm regards of all who knew him well. Though in darkness, life was bright before him, and he was hopeful and happy. There was always a smile on his face, a hearty and a sympathetic laugh, as he greeted his friends and acquaintances. He worked hard, gained customers, and began to lay up money. But symptoms of consumption developed themselves, and the blind youth felt that his days were to be but few. His thoughts then turned upon the property which he had gathered, little by little, and upon the best way to make it do good after he should be gone. He had felt the advantage and pleasure of reading by the touch. He knew the worth of embossed books to the blind, and determined to multiply them. He therefore made his will carefully, and bequeathed the bulk of his property, about $3,500, after the expiration of a life-interest to be enjoyed by a friend at whose hands he had received much kindness, to this Institution, '*to be used as a permanent fund for the printing of books of non-sectarian character for the use of the blind.*'"

Conclusion.

Of course there are some blind children and youth who fail to become industrious and self-supporting even after years of careful culture and training. They have inherited such feeble capacities and such vicious dispositions, or have been so affected by early evil associations that they prefer to live

vagabond, to seek favor by parading their infirmities, and end their lives as dependent paupers.

But, upon the whole, the result of the efforts for their elevation is highly satisfactory.

The Trustees, therefore, commend the establishment to the attention of the legislature for continuance of its patronage, and to the benevolent for a share of their gifts.

Respectfully,

ROBERT E. APTHORP.
FRANCIS BROOKS.
GEORGE S. HALE.
HAMILTON A. HILL.
H. L. HIGGINSON.
SOLOMON H. HOWE.
AUGUSTUS LOWELL.
EDWARD N. PERKINS.
JOSIAH QUINCY.
BENJ. S. ROTCH.
SAMUEL G. SNELLING.
JAMES STURGIS.

SAM'L G. HOWE, *Secretary.*

BOSTON, Sept. 30, 1873.

EXTRACTS FROM THE REPORT OF THE DIRECTOR.

To the Trustees:

The number of blind persons immediately connected with this establishment at the close of the last year was 173. There have entered since, 34; 31 have been discharged; so that the present number is 176. Of these, 149 are in the school department proper, and 27 in the work department. The first class includes 136 boys and girls, 8 teachers and 5 domestics; the second, 27 men and women. Of the latter, 7 are apprentices, and live in the Institution; 20 are skilful workmen, who receive fair wages for their labor, and board with their own families or friends in the neighborhood.

* * * * * * * * * *

Sanitary Condition, Etc.

The general health of the household throughout the year has been excellent. We have had no epidemics and no severe diseases. This is to be attributed in part to thorough cleanliness and frequent exercise in the open air, and in part to the abundance of plain and wholesome food, etc.

No death has occurred in the Institution itself; yet we have to record that of a much-loved pupil, who died at her home, and whose loss was severely felt by both teachers and pupils. Clara Northrop, a girl of excellent mental promise and amiable character, but with a constitution singularly lacking in vitality and strength, died at her parents' home in New Haven during the summer vacation. She continued in her last days to speak in moving and affectionate terms of the Institution and her friends here, and requested that her wardrobe might be divided at her death among the more needy of her schoolmates.

Not less touching was the end of Thomas Roach, an old graduate of this Institution, who died at Lynn in August last. Thomas had been for many years established at Lynn, where

he had been eminently successful as a teacher of music, pianotuner, etc. The proceeds of his industry were bequeathed at his death (granting first a life-interest to a friend for whose kindness he felt deeply indebted) to this Institution, to be used as a permanent fund for the printing of books of nonsectarian character for the use of the blind. The noble gratitude displayed by this young man, could not have shown out more plainly had he been able to bequeath millions instead of thousands to the school in which his early years were spent.

* * * * * * * * * *

Legacy of Benjamin Hudson.

It may be remarked in this connection, that, for some time past, no mention of this Institution has occurred in the charitable distributions of property made by benevolent individuals of this community. The cause of this omission will doubtless be found in the fact that the Institution is commonly supposed to be wealthy,—a belief which, unfortunately, it does not lie in our power to corroborate.

A welcome exception to the rule above noticed occurred in the will of the late Benjamin Hudson, of Somerville, who bequeathed to the Institution his estate on Prince Street, Boston, and that on Rush Street, Somerville,—the latter being subject to the life-interest of James H. Dexter of Charlestown. The good effected by such legacies is twofold. The sympathy they express is very encouraging, while the amount of material good brought about by these means can scarcely be overestimated. Besides the printing of books in raised letters and the construction of apparatus for educational purposes, there are many ways in which the blind need assistance which cannot be covered by the ordinary resources of an establishment of this kind.

* * * * * * * * * *

Instruction, Discipline and Music.

The Institution has been conducted upon the same general principles as in former years. The usual exercises in the school-rooms, music-rooms and workshops have been carried on with regularity, and with satisfactory results. Officers and

pupils have performed their duties ably and faithfully, and the discipline of the school has been creditable to both.

The course of intellectual training has been much the same as in preceding years. This course does not differ from that given in the best schools of the State. Great attention has also been paid to the study of music, both in its theory as a science and its practice as an art. Besides excellent instruction given daily by accomplished teachers, and the use of good instruments, the pupils have had the great advantage of attending concerts, rehearsals, oratorios, and operas in the city, and have thus been rendered familiar with the compositions of the best masters. To hear a great variety of classical music performed by prominent artists of the day, not only trains and improves the ear, but refines the taste, expands the range of the understanding, strengthens the judgment, and lays the foundations of sound criticism. Thanks to the liberality of the several musical societies, of the managers of the Boston Theatre, and of many of our leading artists, the best musical entertainments of the city are open to the advanced and meritorious among our pupils. The signal success with which many of the graduates of this department have met bears witness to the thorough instruction which they have received, and to the excellence of the advantages which they have enjoyed.

* * * * * * * * *

General Policy of the Institution.

I am now at work upon a detailed account of some of the new improvements of the establishment, and of the large number of our graduates who have succeeded in earning a respectable position in business and society. This account being not yet completed, I will give here a general outline of the policy on which the Institution has been conducted, merely indicating a few of the numerous good results which constantly accrue therefrom.

It has been my aim so to organize the different departments of this establishment, that all their workings shall tend to raise the blind to a footing in the world as nearly approaching that of seeing persons as possible. They will always be at a disadvantage in competing with the latter, and their early

education should arm them as thoroughly as possible for the unequal conflict. The magnitude of this undertaking must be constantly kept in mind. I am happy to say that every year brings results more numerous and more satisfactory. Many graduates have become self-supporting and useful citizens, well established in the exercise of their several trades and professions, and respected by all who know them. There is, moreover, a great improvement in the position held by the blind toward society, and in the feeling with which they are regarded throughout the country.

DR. PERKINS INSTITUTION AND MASS. ASYLUM FOR THE BLIND *in account with* WM. ENDICOTT, JR., *Treasurer.* CR.

1872.			1872.		
	To cash paid—				
Oct. 7,	Auditor's draft No. 15, in part,	$2,500 00	Oct. 1,	By balance from former account,	$10,544 66
28,	" " No. 15, balance,	2,500 00	1,	cash from State of Massachusetts,	7,500 00
Nov. 27,	" " No. 14,	2,768 07	Dec. 31,	from N. Y. Central Railroad Coupons,	150 00
Dec. 24,	" " No. 18,	3,239 69			
31,	" " No. 16,	3,000 00	1872.		
			Jan. 7,	By cash from S. G. Howe, Superintendent, as per statement,	8,279 17
1872.			Feb. 1,	interest, on deposit,	386 21
Jan. 7,	Auditor's draft No. 17,	5,000 00	6,	cash from State of Massachusetts,	7,500 00
23,	" " No. 19,	6,000 00	Mar. 29,	from State of Massachusetts,	7,500 00
Mar. 22,	" " No. 20,	6,000 00	Apr. 10,	from State of Rhode Island,	1,875 00
Apr. 2,	" " No. 21,	2,733 06	8,	from State of Connecticut,	3,825 00
May 2,	" " No. 22,	6,157 21	24,	from Daniel McAllier, for rent of house 144 Prince Street, one month in advance from Apr. 15, $40 00	
2,	" " No. 23,	5,000 00		Less one-third due estate Benj. Hudson, 13 33	26 67
June 23,	" " No. 25,	5,000 00			
July 12,	" " No. 24,	3,719 80	May 2,	cash from S. G. Howe, Superintendent, as per statement,	8,738 40
12,	" " No. 27,	5,000 00	July 2,	from State of Massachusetts,	7,500 00
Aug. 15,	" " No. 26,	1,499 47	14,	from S. G. Howe, Superintendent, as per statement,	8,597 44
Sept. 24,	" " No. 30,	6,000 00	Aug. 1,	interest, on deposit,	331 41
	" " No. 28,	2,991 34	25,	cash from State of Vermont,	1,500 00
	" " No. 29,	5,000 00	26,	from D. McAllier, rent, May 15 to Aug. 15,	120 00
	To balance,	8,879 75	Sept. 16,	from N. Y. Central Railroad Coupons,	150 00

		Sept. 30,	By cash from D. McAllier, rent, Aug. 15 to Sept. 30, . . .	$60 00	
			Less allowance, . . .	5 00	
					$55 00
			cash from S. G. Howe, Superintendent, as per statement, ...		8,409 43
	$82,988 39				$82,988 39
		1873. Sept. 30,	By balance, ...		$8,879 75

NOTE.—The Institution has received during the past year a legacy from the estate of Benj. Hudson, of Somerville, of the estate 144 Prince Street, and 197 Endicott Street, Boston. Also his estate on Rush Street, Somerville, subject to the life-interest of James H. Dexter, of Charlestown.

The undersigned, a committee appointed to examine the accounts of the Perkins Institution and Massachusetts Asylum for the Blind, for the year 1872-3, have attended to that duty, and hereby certify that they find the accounts properly vouched and correctly cast, and that there is a balance in the hands of the Treasurer of eighty-eight hundred and seventy-nine dollars and seventy-five cents. The Treasurer also exhibited to us the following property belonging to the Institution:—

Five bonds ($1,000 each) of the New York Central Railroad Company, valued at $4,700 00

W. A. WELLMAN,
A. T. FROTHINGHAM,
Auditing Committee.

DETAILED STATEMENT OF TREASURER'S CASH ACCOUNT.

1872-73.	DR.		
	To drafts of the Auditors of Accounts,		$74,108 64
	cash on hand, Sept. 30, 1873,		8,879 75
			$82,988 39
1872.	CR.		
Oct. 1.	By balance cash,		$10,544 66
1.	cash from State of Massachusetts,		7,500 00
Dec. 31.	" " N. Y. Central R. R. coupons,		150 00
1873.			
Jan. 7.	By amount from Dr. Howe, as per following:—		
	Gustavus Ryder, account of board and tuition of son,	$200 00	
	Mrs. C. O. Shattuck, account of board and tuition of self,	51 00	
	J. L. Noyes, for books in raised print,	29 40	
	F. Seibert, account of board and tuition of F. Mayer,	20 00	
	Iowa Institution for the blind, for books in raised print,	66 35	
	Joshua Rhoads, for books in raised print,	91 98	
	B. O. Fraser, for board and tuition of son,	136 88	
	Mrs. T. Fraser, for board and tuition of son,	250 00	
	Miss Wood, board of sister,	20 00	
	State of New Hampshire, account of beneficiaries,	2,475 00	
	Cash receipts of work department for month of October,	2,277 25	
	Cash receipts of work department for month of November,	1,507 67	
	Cash receipts of work department for month of December,	1,153 64	
			8,279 17
Feb. 1.	By interest on deposit,		386 21
6.	cash from State of Massachusetts,		7,500 00
Mar. 29.	" " "		7,500 00
Apr. 8.	" " Connecticut, account of beneficiaries,		3,825 00
10.	cash from State of Rhode Island, account of beneficiaries,		1,875 00
24.	cash from Daniel McAllier, for rent of house 144 Prince Street,		26 67
	Amount carried forward,		$47,586 71

	Amount brought forward, ...			$47,586 71
1872.				
May	2. By amount from Dr. Howe, as per following:—			
	Sale of books in raised print, . . .	$268 09		
	Income of legacy to Laura Bridgman, .	80 00		
	Donation to Laura Bridgman, . . .	5 00		
	E. Dwight, account of Thomas Freaney, .	85 00		
	Proceeds of concert at Woburn, . .	25 00		
	" " at Winchester, . .	35 95		
	American Association of Instructors of the Blind, account of expenses, . . .	130 65		
	P. Thatcher, ac't of board and tuition of son,	225 00		
	Mrs. T. Frazer, " " "	125 00		
	State of Maine, account of beneficiaries, .	2,656 79		
	Sale of soap-grease, &c., ...	89 77		
	Tuning pianos, ...	12 10		
	Sale of old barrels, ...	15 50		
	of slates and writing-boards, . .	21 01		
	of tickets of admission to Institution,	5 98		
	of brooms, account of boys' shop, .	5 05		
	Cash receipts of work department for month of January, ...	1,838 62		
	Cash receipts of work department for month of February, ...	1,427 62		
	Cash receipts of work department for month of March, ...	1,686 27		
				8,738 40
July	2. By State of Massachusetts, ...			7,500 00
	14. By amount from Dr. Howe, as per following:—			
	Sale of books in raised print, . . .	300 60		
	Ferd Mayer, for board and tuition of son,	200 00		
	Town of Richmond, account of Woodmansie children, ...	54 68		
	John Vars, for board and tuition of self, .	125 00		
	American Printing House for quods, . .	14 02		
	New Church Association for printing "Selections from Swedenborg," . . .	1,116 50		
	American Association of Instructors of the Blind, account of expenses, . . .	359 75		
	S. G. Howe, board of pony, . . .	34 50		
	Sale of bread, &c., ...	51 97		
	Cash receipts of work department for month of April, ...	2,060 77		
	Cash receipts of work department for month of May, ...	2,103 96		
	Cash receipts of work department for month of June, ...	2,175 69		
				8,597 44
	Amount carried forward, ...			$72,422 55

	Amount brought forward,		$72,422 55
Aug. 1.	By interest on deposit,		331 41
25.	cash from State of Vermont, account of beneficiaries,		1,500 00
26.	cash from D. McAllier, rent from May 15 to August 15,		120 00
Sept. 16.	cash from N. Y. Central R. R. coupons,		150 00
30.	cash from D. McAllier, rent,		55 00
	By amount from Dr. Howe, as per following:—		
	Income of legacy to Laura Bridgman,	$50 00	
	S. G. Howe, board of pony,	29 00	
	Sale of books in raised print,	107 50	
	of slates and writing-boards,	39 38	
	of plants,	8 59	
	of brooms, account of boys' shop,	349 85	
	of soap-grease, old barrels, &c.,	53 00	
	Cash from town of Hartford, account of Barney Murtha,	12 00	
	Sale of tickets of admission to Institution,	20 99	
	Tuning piano,	2 00	
	Donation from W. Adamson, London,	10 00	
	Work department, use of horse and wagon,	500 00	
	board of saleswoman,	106 50	
	Cash receipts of work department for month of July,	2,057 75	
	Cash receipts of work department for month of August,	1,678 17	
	Cash receipts of work department for month of September,	3,384 70	
			8,409 43
			$82,988 39

Analysis of Treasurer's Account.

The Treasurer's Account shows that the total receipts, during the year, were	$82,988 39
Less cash on hand at beginning of the year,	10,544 66
	$72,443 73

Ordinary Receipts.

From State of Massachusetts,	$30,000 00	
beneficiaries of other States and individuals,	13,799 67	
interest, coupons and rent,	1,219 29	
		$45,018 96
Amount carried forward,		$45,018 96

Amount brought forward, ...		$45,018 96
Extraordinary Receipts.		
From work department for cash received for articles made by the blind, ...	$23,352 11	
New Church Association for printing book, . .	1,116 50	
From American Association of Instructors of the Blind, on account of expenses, . . .	490 40	
sale of books in raised print, ...	863 92	
tuning pianos, ...	14 10	
proceeds of concerts, ...	60 95	
town of Richmond and others, account of clothing, etc., ...	245 18	
sale of soap-grease, tickets of admission to Institution, etc., ...	320 21	
sale of brooms, account of boys' shop, . .	354 90	
work department, use of horse and wagon, .	500 00	
work department, board of saleswoman, .	106 50	
		27,424 77
		$72,443 73

GENERAL ANALYSIS OF STEWARD'S ACCOUNT.

DR.

Receipts from Treasurer on Auditors' drafts, .	$74,108 64	
Less balance of draft on hand Sept. 30, 1873, .	519 51	
		$73,589 13

CR.

Liabilities due Sept. 30, 1872, ...	$2,768 07	
Ordinary expenses, as per schedule annexed, .	42,156 25	
Extraordinary " " " " .	28,664 81	
		$73,589 13

ANALYSIS OF EXPENDITURES FOR THE YEAR ENDING SEPTEMBER 30, 1873, AS PER STEWARD'S ACCOUNT.

Meat, 18,985 lbs.,		$2,739 84
Fish, 2,584 lbs.,		259 95
Butter, 3,645 lbs.,		1,411 23
Rice, 2,304 lbs.,		268 30
Flour and meal,		397 96
Potatoes and other vegetables,		574 08
Fruit,		305 61
Milk, 11,968 qts.,		775 05
Sugar, 4,646 lbs.,		522 57
Tea and coffee, 437 lbs.,		160 80
Other groceries,		269 36
Sundry articles of consumption,		481 05
Gas and oil,		341 50
Coal and wood,		1,241 35
Salaries, superintendence and instruction,		13,929 59
Wages and domestic service,		4,203 76
Outside aid,		419 79
Medicine and medical aid,		38 52
Furniture and bedding,		904 02
Clothes and mending,		46 25
Musical instruments,		1,195 63
Expenses of stable,		1,020 82
" of boys' shop,		279 69
" of printing office,		2,200 70
Books, stationery, etc.,		834 86
Ordinary construction and repairs,		2,961 22
Water taxes,		262 00
Insurance,		2,971 01
Travelling expenses,		32 65
Rent of office in town,		400 00
Board of blind men and employés,		468 14
Sundries,		238 95
		$42,156 25
Extraordinary construction and repairs,	$2,757 47	
Cart and harness,	126 50	
Bills to be refunded,	1,246 62	
Expenses of work department,	24,534 22	
		28,664 81
		$70,821 06

GENERAL ABSTRACT OF ACCOUNTS OF WORK DEPARTMENT, OCTOBER 1, 1873.

Liabilities.

Due Institution for investments at sundry times since the first date,	$19,378 42	
Excess of expenditures over receipts,	1,182 11	
Sundry individuals,	1,531 33	
		$22,091 86

Assets.

Stock on hand, October 1, 1873,	$4,935 60	
Debts due,	1,306 20	
		6,241 80
		$15,850 06

Balance against work department, October 1, 1873,	$15,850 06
" " " 1, 1872,	13,577 22
Cost of carrying on workshop,	$2,272 84

DR.

Cash received during the year,	$23,352 11	
Excess of expenditures over receipts,	1,182 11	
		$24,534 22

CR.

Liabilities of October 1, 1872,	$165 29	
Salaries and wages paid blind persons,	4,578 62	
" " seeing persons,	3,610 25	
Sundries for stock, etc.,	16,180 06	
		$24,534 22

Account of Stock, October, 1873.

Real Estate,			$304,900 00
Household Furniture,		$16,581 41	
Provisions and Supplies,		782 49	
Wood and Coal,		897 68	
Musical Department, viz.:—			
1 Large Organ,	$5,500 00		
3 Small Organs,	730 00		
32 Piano-fortes,	7,470 00		
Brass Instruments,	1,386 33		
Violins,	363 95		
		15,450 28	
Musical Library,		494 90	
Library of Books in Common Type,		808 24	
Library of Books in Raised Type,		11,997 78	
Furniture of Printing Office,		3,243 11	
Stereotype Plates,		840 12	
School Furniture and Apparatus,		2,275 43	
Boys' Shop,		137 11	
Stable,		893 00	
Carpenter's Shops,		32 70	
Boats,		115 00	
			54,549 25
			$359,449 25

List of Embossed Books printed at the Perkins Institution and Massachusetts Asylum for the Blind.

	No. of Vols.	Price of bound Volume of those for sale.	Price per unbound Volume.
Howe's Blind Child's Manual,	1	*	*
English Reader, first part,	1	–	–
English Grammar,	1	–	–
Political Class-Book,	1	–	–
Principles of Arithmetic,	1	–	–
Book of Diagrams,	–	–	–
Psalms in Verse,	1	–	–
Psalms and Hymns,	1	–	–
New Testament (large),	2	–	–
Old Testament,	6	–	–
Bible,	–	–	–
Guide to Devotion,	1	–	–
The Dairyman's Daughter,	1	–	–
The Spelling-Book,	1	–	–
The Sixpenny Glass of Wine,	1	–	–
Harvey Boys,	1	–	–
Milton's Poetical Works,	2	–	–
Lardner's Universal History,	3	$4 00	$2 75
Howe's Geography,	1	4 00	2 50
Howe's Atlas of the Islands,†	1	3 00	–
Howe's Blind Child's First Book,†	1	1 25	–
Howe's Blind Child's Second Book,†	1	1 50	–
Howe's Blind Child's Third Book,†	1	1 50	–
Howe's Blind Child's Fourth Book,†	1	1 50	–
English Reader, second part,†	1	4 00	–
Viri Romæ,†	1	2 50	–
Peirce's Geometry, with Diagrams,†	1	3 50	2 25
First Table of Logarithms,	1	3 00	1 75
Second Table of Logarithms,	1	3 50	2 25
Astronomical Dictionary,	1	2 00	–
Rudiments of Natural Philosophy,†	1	4 00	2 75
Guyot's Geography,	1	4 00	2 75
Cyclopedia,	8	4 00	2 50
Natural Theology,	1	4 00	2 50
Combe's Constitution of Man,	1	4 00	2 50
Constitution of the United States,	1	2 00	–
Pope's Essay,†	1	2 00	–
Baxter's Call,	1	4 00	2 75
Book of Proverbs,	1	4 00	2 75
Book of Psalms,	1	4 50	2 00
New Testament (small),	4	4 00	2 75
Book of Common Prayer,	1	4 00	3 00
Hymns for the Blind,†	1	3 75	2 50
Pilgrim's Progress,	1	4 00	2 75
Life of Melancthon,	1	2 00	1 00
Old Curiosity Shop,	3	4 00	3 00
Shakespeare's "Hamlet" and "Julius Cæsar,"	1	4 00	3 00
Hebrew Melodies and Childe Harold,	1	3 00	2 00
History of United States,	1	3 75	2 25
Child's History of England,	2	4 00	2 50
Writing cards,			$0 20
Braille's Writing-Boards,			1 25

Most of the above volumes will be sold to regular institutions at 20 per cent. below the regular price. Books loaned gratuitously to any blind person who offers sufficient security that they will not be abused, and will be returned.

* A blank space means no copies for sale. † Stereotyped.

OFFICERS OF THE CORPORATION.

1873-74.

PRESIDENT.

SAMUEL ELIOT.

VICE-PRESIDENT.

JOHN CUMMINGS.

TREASURER.

HENRY ENDICOTT.

SECRETARY.

SAMUEL G. HOWE.

TRUSTEES.

ROBERT E. APTHORP.	AUGUSTUS LOWELL.
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HENRY LEE HIGGINSON.	SAMUEL G. SNELLING.
SOLOMON H. HOWE.	JAMES STURGIS.

APPENDIX.

[A.]

EDUCATION OF THE BLIND.

[Communicated to the U. S. Bureau of Education, by SAM'L G. HOWE.]

It is pleasant to note that there is a growing interest throughout the United States in the education of the blind, and a better knowledge of their conditions and wants.

At first thought, blindness seems to be the sorest bodily evil to which man is subject, and no other one so readily calls forth human sympathy with the sufferer. This sympathy, however, has, thus far, acted blindly, and therefore has failed to give the relief which it sought to bring, because applied unwisely.

The privation of the pleasures which come through sight, is not the chief cause of the hardship of blindness. Men can bear that and be happy; indeed, all men have to bear it half of every day.

Individual independence is one of the essentials for human happiness; and the only secure basis of that is the ability to work. Man is created an industrious animal. Work of some sort is essential to his welfare; and light is given to him by which to work. But all the industries of the world are conducted upon the idea of the prevalence of light, and of the ability of the workmen to see. The blind, lacking this ability, are thrown out of the industrial and productive classes, and fall into the dependent class. In all ages and in all countries people have regarded them as necessarily paupers and dependents. This dependence is the bitter drop in their cup of life. They are, however, in some respects, the least unfortunate of all dependent classes, because their very appearance challenges sympathy. Men perceive the fearful infirmity at a glance. They feel that it cuts off the sufferer from the usual modes of activity and of enjoyment, and suppose that it leaves him no means of happiness.

Hence it is that the blind have probably had less of positive suffering from cold, nakedness, and hunger than other dependent classes. Neither the deaf-mutes, nor the lunatics, nor the idiots, nor the halt, nor the cripple, excite so much compassion, nor receive such ready aid, as do the blind. Their infirmity seems the sum of all infirmities, and men, not knowing how else to relieve it, give alms. Their readiness to give en-

courages the habit of asking, and the blind beggar is the favored of all beggars. He holds his lucrative place by the church-doors, and at the street-corners, after all other beggars are banished from the streets of cities by the police.

Previous to the present century the principal special establishments for the blind were, for the most part, eleemosynary in their nature and demoralizing in their tendencies. A brief notice of the two principal asylums will illustrate the evil effects which follow the indulgence of the tender feelings of compassion toward the blind without careful consideration of their real wants, and without insisting that they shall be constantly occupied at some wholesome work, and recompensed according to their industry and their deserts.

History says that in the thirteenth century Louis IX. retreated from his foolish crusade, leaving behind many knights and gentlemen prisoners in the hands of the Moslems. He afterward ransomed three hundred of them, but only after the barbarians had put out their eyes. Instead of pensioning them, and letting them take care of themselves, he established what was intended as a monument of pious benevolence, the hospital called the Quinze Vingt (Fifteen Scores) for the three hundred blind men. Like many other establishments which, like evil weeds, got root in a community, this one was perpetuated after the exigency that called for it had ceased to exist. As the blind crusaders died off, other blind soldiers took their places. As no strict discipline was enforced, and no steady occupation required, the usual demoralization followed upon the aggregation of great numbers of men in an abnormal condition of body.

The establishment was not well enough endowed to prevent the necessity of begging. Charity-boxes were set up at the church-doors, and the inmates were allowed to parade about in bands, making wretched music, braying, and demanding alms. These blind and sturdy beggars seem to have got complete mastery of the establishment, and to have laid hands upon the contents of the charity-boxes, for we find them refusing to accept the rule proposed by the chancellor, which was as follows:—

"*Ordered*, That a deputation of said brethren, shall, on Sundays and feast-days, visit all the chapels and churches, and seek alms, but without crying aloud or braying, as some have done, and that what they gather shall be put into the common purse, and not appropriated to their private benefit, as has been the case."

The establishment seems now to have degenerated into a centre of demoralization to the inmates, and a nuisance to the public, for we find the poet Rutebœuf crying out in vexation of spirit, "I don't know why the king should have gathered into one great house three hundred blind men, who are allowed to go about the streets of Paris in bands braying the livelong day. As they have no leaders, they go butting up against each other, and against other folks, and so bruising themselves." "Would that fire might strike the house, and the establishment be consumed, so that we might construct another on a better scale."

An old book, called "The Cries of Paris," mentions the blind beggars going about and shouting for bread:—

"A pain crier mettent grant peine,
E li avugle, à haute alaine
Du pain à cels de champs porri
Dout moult sovent, sachiez, me ri."

The author of the Persian Letters speaks of visiting the establishment in the eighteenth century and finding the blind men "gayly roistering at unknown games and playing cards." And we ourselves can testify that in the middle of the nineteenth century the same thing was to be seen. The great establishment at Naples was in an even worse condition.

The point of interest and of instruction for us, in the history of these and other large establishments, is that some of the sources of demoralization seem to grow necessarily out of the unwise practice of segregating adult blind people from the community, and congregating them together in one great establishment for permanent residence.

During this century, organized efforts have been made to aid the blind in several European nations, and generally under better auspices than before.

We shall notice briefly those of Great Britain as being most cognate to those of our own country. In that country, as in others, the blind were generally driven to begging as their only means of living; blindness and beggary were synonymous; and to most people the idea of a blind person even now instantly suggests the idea of a beggar.

Early in this century, organized efforts were made in Great Britain for the relief of this unfortunate class. They were based upon the idea that the class must necessarily remain dependent upon the higher classes, and at the foot of the social scale. The best that occurred as possible to be done for them, was to train them to some handicraft, by the exercise of which they could gain a livelihood in part. Societies were organized for the purpose of supplying employment to the trained workmen; paying the rent of workshops and sales-rooms, and selling their wares without commission. At the same time a little secular knowledge and a great deal of religious instruction were imparted.

There are nineteen institutions of this kind (a sort of training-school), containing in all nearly 1,000 inmates. These establishments differ from those of the United States mainly in the fact that mental education is but little attended to in comparison with mechanical training. There the blind man accepts the situation, and proposes to work with his hands for a partial livelihood, depending upon some society or friends for the rest; here he means to do something better, and to work at his trade only in the last necessity.

There are in Great Britain sixteen establishments, of the nature of the well-known "association for promoting the general welfare of the blind," which support in whole or in part nearly 500 blind persons.

There are sixteen associations for aiding the blind by direct charity in the form of pensions; about 2,000 are thus aided. The charity is given conditionally. In most cases the applicant must not be less than fifty

years old and must not solicit alms. In some they must be Protestants, in others must be members of the Church of England. In two they must be freemen, or widows of freemen. In some they must be permanent residents of certain parishes.

These establishments are not self-supporting; that is, the sales of the wares do not cover the expenses of the establishment. The deficit is made up by annual contributions and legacies. They do not therefore lift the blind out of the dependent class and give them the proud consciousness of being entirely independent; but they help them to help themselves, and this is a noble work.

The best feature in these establishments, and the one which is most instructive to us, is that of supplying work to the blind in their several homes. Preserve to the blind man his home, and you save much of his self-respect; give him means of self-support and you save all of it, and make him happy. You remove from his mental sight that dark prospect of ending his days in an almshouse, which is touchingly sketched by the blind poet when he says:—

> "Dejecting prospect! soon the hopeless hour
> May come, perhaps this moment it impends,
> Which drives me forth to penury and cold,
> Naked, and beat by all the storms of heaven,
> Friendless and guideless to explore my way;
> Till on cold earth the poor unhallowed head
> Reclining, vainly from the ruthless blast
> Respite I beg, and in the shock expire."

It will be seen that the main object of these establishments was to train the blind man to such skill in handicraft that, with a little aid in the way of shop-rent, and by sale of his wares without commission, he could compete in certain simple trades with the least skilled who work by sight.

The success of this effort depends greatly upon the condition of the hand-workers, and differs of course in different countries. Not long since a very large proportion of mechanical work was done by hand, and the blind workman found employment in many of the simpler branches; but the rapid and wonderful contrivances by which fingers of iron do the work of fingers of flesh, make it harder and harder for him to earn the whole loaf. That part eked out to him by the hand of charity has to be increased in size. In Great Britain and in this country mechanical improvements went on, straitening and lessening the field of simple handicraft in which the blind man could work. They contributed to the general welfare, because they merely drove the common workman into other fields which require more skill, while they harmed the blind man because those fields were not open to him. Thus the attempt to lift the blind man out of the pauper class had but partial success. He was still dependent, to a considerable degree, on charity, and felt some of the demoralizing effects of dependence.

The attempt was made in the Northern States of the United States under better auspices. As soon as the claims of blind children to a share of the benefit of common-school learning were urged, it was conceded, not

as a matter of charity, but of right. Means were contrived to instruct them to get into special schools or institutions; and these were rapidly multiplied. It was assumed that a cultivated brain would make a more cunning hand, and that even women who wash clothes, and men who braid mats, would do so more skilfully and profitably with mental culture than without it.

The general system adopted in these special institutions is: First. To give to all pupils the same sort of instruction, and to the same degree, as is given in the best public common schools. Secondly. To teach them the elements of vocal and instrumental music. Thirdly. To train them in some sort of simple handicraft, on which they were to depend for a livelihood. But special schools for the blind can no more control or direct the future calling of those who leave than common schools can direct the future calling of their graduates. Both classes become subject to prevailing social influences, and their course in life is affected by them.

Blind children get their mental instruction in the institutions; they there receive valuable moral tendencies, and are launched upon the voyage of life in the right direction. But they come immediately under potent social influences, which complete their education and modify their character. Two of these influences especially affect the blind: First. There is in our community a prevailing spirit of independence, and a desire among the young to strike out in new directions. Secondly. Hand-work is considered less respectable than brain-work. Now the blind, without being a whit more foolish than other people, are not a whit less so. Indeed, they, more than others, are justified in seeking "to shirk work," because, under any circumstances, they do mechanical work at a disadvantage compared with others; and, where competition for livelihood is sharp, they go to the wall. They soon find this out, and they catch the prevailing spirit of society; so that out of a thousand graduates who have learned some handicraft in their several institutions, hardly two-tenths practice them for a living. The most of them resort to various branches of the musical profession, teaching the elements of vocal and instrumental music, playing upon organs, or in choirs, tuning pianos, or trading in musical instruments. It is gratifying to note how many succeed in this way, because music furnishes a field of occupation in which they find positive pleasure, that goes far to compensate them for their sad privation of the common means of enjoyment. Other graduates take petty agencies in trade, and with a guide go about the country peddling a little on their own account. Others, favored by friends, contrive to find employment in some of the establishments in which some hand-work and some head-work are required.

A few work diligently at their trade, and earn an honest and comfortable livelihood. The general condition of the graduates is affected by the prevailing feeling of compassion, which leads people to make an exception in their favor, and to give them aid without requiring that they shall aid themselves as far as is possible. Many of the blind take advantage of this feeling and abuse it sadly. They know that people will endure wretched music, accept inferior service, and buy poor wares, thinking to unite charity with business, and they take advantage thereof.

Upon the whole, however, the general result of the attempts made in the score of institutions to lift the blind out of the pauper class has been very satisfactory. Certainly fewer of them come upon the towns for support than would have done so but for these efforts.

There is doubtless a greater proportion of really self-supporting blind persons in the United States than in any other country, and this is owing mainly to the existence of more than a score of public institutions for their instruction and training. There will be a still greater number when the public comes to act upon the principle that while the blind, as a class, have a right to such advantages at the hand of necessity as will tend to equalize their condition as social workers with that of other men, they have also their duties, to the performance of which they should be strictly held.

[B.]

TERMS OF ADMISSION.

Young blind persons, of good moral character, can be admitted to the school by paying $300 per annum. This sum covers all expenses, except for clothing; namely, board, washing, medicines, the use of books, musical instruments, etc. The pupils must furnish their own clothing, and pay their own fares to and from the Institution. The friends of the pupils can visit them whenever they choose.

Indigent blind persons, of suitable age and character, belonging to Massachusetts, can be admitted gratuitously, by application to the governor for a warrant.

The following is a good form, though any other will do:

"*To His Excellency the Governor:*

"SIR,—My son (or daughter, or nephew, or niece, as the case may be), named ——, and aged ——, cannot be instructed in the common schools for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts Asylum for the Blind, and I request that your Excellency will give a warrant for free admission.

"Very respectfully, —— ——."

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate from one or more of the selectmen of the town, or aldermen of the city, in this form:

"I hereby certify that, in my opinion, Mr. —— —— is not a wealthy person, and that he cannot afford to pay $300 per annum for his child's instruction. (Signed) —— ——."

There should also be a certificate, signed by some regular physician, in this form:

"I certify that, in my opinion, —— —— has not sufficient vision to be taught in common schools; and that he is free from epilepsy, and from any contagious disease. (Signed) —— ——."

These papers should be done up together, and directed to "The Secretary of the Commonwealth, State House, Boston, Mass."

An obligation will be required from some responsible persons, that the pupil shall be removed without expense to the Institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years. Indigent blind persons residing in Maine, New Hampshire, Vermont, Connecticut and Rhode Island, by applying as above to the "Commissioners for the Blind, care of the Secretary of State," in the respective States, can obtain warrants for free admission.

For further particulars, address Dr. S. G Howe, Director of the Institution for the Blind, Boston, Mass.

The relatives or friends of the blind who may be sent to the Institution, are requested to furnish information in answer to the following questions:—

1. What is the name and age of the applicant?
2. Where born?
3. Was he born blind? If not, at what age was the sight impaired?
4. Is the blindness total or partial?
5. What is the supposed cause of the blindness?
6. Has he ever been subject to fits?
7. Is he now in good health and free from eruptions and contagious diseases of the skin?
8. Has he ever been to school? If yes, where?
9. What is the general moral character of the applicant?
10. Of what country was the father of the applicant a native?
11. What was the general bodily condition and health of the father,—was he vigorous and healthy, or the contrary?
12. Was the father of the applicant ever subject to fits or to scrofula?
13. Were all his senses perfect?
14. Was he always a temperate man?
15. About how old was he when applicant was born?
16. Was there any known peculiarity in the family of the father of the applicant; that is, were any of the grand-parents, parents, uncles, aunts, brothers, sisters or cousins blind, deaf or insane, or afflicted with any infirmity of body or mind?
17. If dead, at what age did the father die, and of what disorder?
18. Where was the mother of the applicant born?
19. What was the general bodily condition of the mother of the applicant,—strong and healthy, or the contrary?
20. Was she ever subject to scrofula or to fits?
21. Were all her senses perfect?
22. Was she always a temperate woman?
23. About how old was she when the applicant was born?
24. How many children had she before the applicant was born?
25. Was she related by blood to her husband? If so, in what degree,—first, second or third cousins?
26. If dead, at what age did she die, and of what disorder?
27. Was there any known peculiarity in her family; that is, were any of her grand-parents, parents, uncles, aunts, sisters, brothers, children or

cousins either blind, or deaf, or insane, or afflicted with any infirmity of body or mind?

28. What are the pecuniary means of the parents or immediate relatives of the applicant?

29. How much can they afford to pay towards the support and education of the applicant?

Stanford Univers
MAY
26
1908

FORTY-THIRD ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts Asylum for the Blind.

OCTOBER, 1874.

BOSTON:
WRIGHT & POTTER, STATE PRINTERS,
79 MILK STREET, CORNER OF FEDERAL.
1875.

LAURA BRIDGMAN TEACHING OLIVER CASWELL TO READ EMBOSSED LETTERS.

Taken from the Life-sized Portrait by Alvan Fisher.

PUBLIC DOCUMENT..... .....No. 27.

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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND,
BOSTON, November 23, 1874.

Hon. O. WARNER, *Secretary of State, etc.*

DEAR SIR:—I have the honor to transmit to you a copy of the Annual Report of this Institution, for the use of the Legislature.

Faithfully,

SAM'L G. HOWE,
Director.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND.
BOSTON, October 1, 1874.

To the Members of the Corporation.

GENTLEMEN:—The undersigned, part of whom were appointed as Trustees of this Institution by His Excellency the Governor, with the consent of the Council, and part by the Corporation, respectfully submit the following Report for the year ending September 30, 1874.

The total number of blind persons reported at the close of the last year was one hundred and seventy-six. There have entered since, twenty-nine; twenty-three have been discharged; so that the present number is one hundred and eighty-two. Of these, one hundred and sixty-one are in the school department proper, and twenty-one in the work department. The first class includes one hundred and forty-nine boys and girls, seven teachers, and five domestics; the second, twenty-one men and women,—all blind.

The general health has been very good. There

has been no epidemic; no severe accident; no case of fatal disease in the household. One child was received in a diseased condition, and removed to the Massachusetts General Hospital, where he died the following week.

The details of the year's work, and of the statistics, may be found in the Report of the Director, hereto appended.

The usual quiet and good order of the household, and of all parts of the establishment, have not been disturbed by any insubordination, disorder, or even disaffection, within; nor by any assailant from without. Thus another has been added to the forty-two years during which the Institution has been administered in such a manner as to meet the approval of pupils and their discreet friends; and to escape attacks of envious and meddlesome persons from without. Indeed, on the only occasion during the existence of the Institution when an attack was made upon it, the alleged abuse was too free a use of cold water as a means of promoting the health of pupils and teachers. But the same practice has been persisted in; and, since the introduction of steam and improved bathing apparatus, has been found more beneficial than before.

The Institution has been administered during the year upon the same general policy which was adopted at the beginning. This has been frequently explained in former annual reports; but, as these are seldom preserved, or accessible, it is deemed expedient to reproduce a sketch of the

objects and practices of the establishment, as a sort of annual advertisement.

Parents of blind children, and blind adults, in this and other countries, are constantly writing to learn the nature of the establishment, the course of instruction, etc. This number of our Annual Report will contain all the necessary information on these subjects.

Nature and Objects of the Institution.

The object of the Institution is to give to children and youth who have not sight enough to be instructed by the methods used in our common schools, a knowledge of the ordinary branches of education through the senses of touch and hearing; by means of oral instruction; by books, maps, etc., in tangible type: in a word, to be what a common school is to ordinary children. Besides this, to give such instruction to all, in vocal and instrumental music, as will be an accomplishment, and a source of pleasure to themselves and to others. Then, to give special instruction to those who possess talent and taste for music, and a special fitness for teaching music, or for playing the organ, or tuning pianos, to the end that they may be fitted to teach some branch of music as a profession.

All those who have not, by their organization, any talent or taste for music, receive only a general instruction in the elementary branches of it, as a part of their school course; but devote some time of each day to learning a trade in the workshop, and to acquiring a knowledge of some simple handicraft, by which they may earn a livelihood.

This object has been steadily pursued during forty-two years, at considerable cost, but with a gratifying measure of success. It aims at nothing which is merely ornamental, and is regarded as an accomplishment; but at training the pupils to consider work as their vocation, and preparing them to follow it seriously.

The best proof of the actual excellence of any establishment of this kind is the result, as shown by the condition of those who have been educated in it, and by the degree of their success in life.

There have been taught and trained in this Institution, 865, and graduated, 535, blind persons. Of these, 470 are known to be now alive; and probably there are more, though not so many as survive of graduates of ordinary schools. The actual condition of 406 of these is known, and may be expressed approximately as follows: 230 are earning a respectable livelihood; and 52 more are eking out their wants with what assistance their relatives or neighbors, or the town, may give them. Of the former, 92 are engaged either in teaching music successfully, or in tuning pianos and selling musical instruments, and are earning various sums from 200 to 2,500 dollars per annum. The remaining 138 follow various occupations, and are earning a comfortable livelihood, averaging from 180 to 700 or 800 dollars a year. Of this self-supporting class, 72 are married and maintain or take care of families; and many are laying up money for a rainy day; while several are living on the income of their savings. As a whole, they maintain a more respectable position than the

blind of most countries do. The example of so many blind persons living without accepting alms, but upon their own earnings, disabuses people's minds of the prejudice that blindness and pauperism are about the same thing, and that blind men and women are necessarily idle, and dependent upon charity in one form or another.

The effect of the labors of the score of institutions for the blind in the United States, has been to elevate the class in the good opinion of the community, and to increase their own self-respect.

Financial.

Until quite recently this Institution has not been able to fund any capital, because its annual wants consumed all of the income derived from the appropriations made by the several States, and from the amount paid by private pupils. These wants increased rapidly; but the uniform policy of the Trustees has been to meet them, as nearly as possible, without incurring debt. Constant improvements have been needed in the various instrumentalities for increasing the facilities for instruction. The gain of one step called for another. Many facilities for instruction, and new apparatus, or improvements upon the old, were invented here; others were taken from other institutions in Europe, and in the United States. The rule has been to purchase copies of every new book in raised type, wherever printed; and to adopt all new apparatus which gives promise of usefulness, respecting always the legal rights of inventors, and giving due credit

to contrivers for any improvements introduced by them.

There is need of still further new inventions, and of improvement in the old ones; and this Institution ought to possess all of them that may prove useful, and not be left behind in anything which can contribute to the advantage and welfare of the blind.

Historical Sketch of the Finances.

Some corporators may desire to know the past, present, and prospective condition of the finances of the establishment; and therefore the following sketch, historical and otherwise, is given here.

In the year 1827–28 several gentlemen in Boston became interested in the matter of educating the blind, and formed themselves into a society. They raised a small sum by subscription to begin a school. They expended this in gathering knowledge of all that had been done in Europe in the matter of systematic instruction of the blind. After much discussion, and some rude experiments, they became convinced of the practicability of establishing a school which would be useful to the blind, and lighten their dark path in life.

None, however, expressed belief in the feasibility of accomplishing even a tenth part of the good which has since been realized.

This little society petitioned the Legislature of Massachusetts for an Act of incorporation, which was granted in 1829, under the name, "An Act to incorporate the New England Asylum for the Blind," this name having been afterwards changed to that of

the "New England Institution for the Education of the Blind," and again to its present one. This Act provided for the appointment of a board of visitors, composed of the governor, lieutenant-governor, president of the senate, speaker of the house of representatives, and the chaplains of the two houses. This board was authorized to appoint four persons to act as trustees in behalf of the State, with eight others elected annually by the corporation. It was afterwards abolished, and its powers and duties devolved upon the governor and council, as a more convenient arrangement.

Soon after the primary organization was complete, the trustees petitioned the Legislature to bestow something in the shape of pecuniary supplies, to nourish and rear up the bantling which it had helped into the world. The Legislature had, during several years, made an appropriation of $6,500, as a fund for paying for the education of deaf-mutes belonging to Massachusetts, at the American Asylum for Mutes at Hartford, Conn.; but as there were not applicants enough to exhaust the fund, the Legislature voted to appropriate the unexpended balance to the new Institution for the Blind. As soon as this became a law, and the new Institution went into operation, applicants for admission increased rapidly; more funds were needed, and the Legislature generously came to its aid, by an outright annual appropriation of $6,000, upon condition that the governor should have the right to recommend twenty blind children of indigent parents, inhabitants of Massachusetts, as beneficiaries

of the State, whom the Institution was bound to receive and educate gratuituously. The number of beneficiaries so sent, and whom the Institution was required to receive gratuitously, gradually increased as the amount of the annual grant was raised, until, it having reached the sum of $30,000, the Institution practically covenanted to receive, and does receive, ALL blind children belonging to the State, who are suitable subjects, and recommended by the governor. So that, virtually, all blind children belonging to Massachusetts have a legal right to instruction at the cost of the State. Thus an expensive course of instruction is as free to blind children, in a special institution, as instruction in common schools is to seeing ones. But, moreover, and in order to equalize, as much as may be, the condition of the parents of blind children with that of the parents of seeing children, all of whom have a public school close by their homes, the State provides a central institution, and boards such blind children, gratis. Thus the State endeavors to lessen the burden which parents of blind children have to bear, by providing a central school at which they can be educated without more expense to them than their more fortunate neighbors have to bear, and without the sense of receiving charity. This wise and beneficent arrangement works happily; and the State pupils in our Institution are not considered as charity scholars, any more than those who attend common schools are considered as such. This is a great point gained; for, besides providing free instruction, it

does, in some degree, prevent the untoward and humiliating effect which a sense of dependence upon charity is apt to produce upon the blind.

The State, moreover, is relieved from anxiety about the use of its money, for it has four representatives in the Board of Trustees, and can supervise its expenditure.

Occasionally the Legislature is called upon to make special grants to the Institution for special purposes, as for construction and repairs of buildings and the like. There have been several of these; one in 1869 of $80,000, to help the Trustees to carry out a much needed and long desired change and reform in the administration of the Institution. This was by providing four dwelling-houses and a school-house for the blind girls, so that they might live in separate families and be instructed separately from the boys, who were retained in the main building. This latter, being very extensive, gave facilities for partial separation of the different sets of boys by day and by night, and an approach to the family system, though not so near a one as is desirable.

It was the first practical step toward separation and family life, and a departure from the congregate system, which required that all should be packed together under one roof, and suffer the evils thereof, which can by no means be counteracted by supposed economy or convenience.

The unsoundness of this principle of close congregation, and the evils in administration which grow necessarily out of it, are confessed by the

most liberal superintendents; and have been frequently pointed out by our Director in former reports.

The additions and changes in our building have been costly indeed, but the material advantages accruing therefrom became at once apparent, and their moral value is cheaply purchased by the expense which they involved. Smaller special grants, by the Legislature, have been made from time to time as they were needed; sometimes for the renewal of pianofortes and other musical instruments, for printing books, and the like. Besides the great organ, the Institution has in constant use thirty-eight pianofortes. All other articles have had to be renewed from time to time, and furniture purchased as the number of inmates has increased, and as books and improvements in articles needed for illustration were required. The present annual grant from the Legislature of Massachusetts is $30,000. The average of annual grants since the first (in 1830) has been about $12,586. A certain amount of income is derived from other New England States, which send beneficiaries to our Institution and pay therefor at the rate of $300 each, annually. And still others, from private pupils belonging in, or out of Massachusetts, and whose parents are not indigent, but who willingly pay what they can afford. This is done because it relieves them and their children from a sense of dependence, which relief is very desirable, notwithstanding they know that it makes no difference in their treatment, or in the advantages which they receive from the school.

The second source of income is from gifts, or legacies, of wealthy and benevolent individuals. The total amount of these is about $160,000. Whenever the gift is unconditional it is used for current expenses, for improvements, and the like. Some of the legacies, or gifts, were conditional, and of course these were funded, and bear the names of the donors.

The Trustees acknowledge gratefully the receipt, within the past year, of the liberal and thoughtful legacy of John Templeton, Esq., of Watertown, amounting to $20,000. The amount is very liberal; the largest given to the Institution during many years; and the receipt was timely. It helped the administration to what was greatly needed; and the Trustees in their own names, and in behalf of the Blind, acknowledge their gratitude for the gift; and put on record the name of the donor among those of the best benefactors of the establishment.

The amount of money obtained from all these sources seems large; but it has been spread over many years, and has been expended in such a manner as to lay deep and broad the foundations of an Institution destined to endure as long as society continues to be burdened with sightless members.

Repairs in 1873–74.

There has been during several years a growing necessity for certain repairs, and for the introduction of sundry alterations and improvements. The building, although originally constructed without much

regard to cost, had stood nearly forty years in a very exposed situation, and naturally subjected to rough usage by its one hundred or one hundred and twenty young inmates, who, though blind, are as wild as ordinary youth are, and go tearing and stamping about like so many colts.

As several legacies had been recently received, and the treasury was in a healthy condition, the Trustees authorized, and have completely executed, during the past year, an uncommonly expensive and costly work, which has been long needed.

The main building has been thoroughly repaired, and put in good order, outside and inside; and several desirable improvements made upon the premises.

The rotten parts in the roofs of the outhouses, the defective parts about the piazzas, etc., the decayed window-frames, the shaky sashes, the worn floors, have all been renovated. Refrigerator, meat-room, and store-rooms, have been added; or the old ones made as good as new. Part of the outside of the building has been painted; and the premises have been put in good order, and made to appear neat and clean.

The repairs have been done by day's work; and so faithfully, that they will stand for a long time. The total cost has been $5,405.55; and, although it depletes the treasury to some extent, the Trustees resolved to do this rather than apply to the Legislature for additional grants. It will soon be necessary, however, to make such application in order to effect some further changes, and also to increase the compensation of the teachers and employés.

Some of these are young and rising persons, who work for lower salaries than they could get in other schools. The best teachers deserve, and are getting, higher salaries, throughout the country; and they will, doubtless, get more and more as the importance and honor of their offices are more correctly appreciated by the public.

The nature of the instruction given in our establishment is such as requires the best teachers; and it is hard to obtain such in competition with academies and schools which pay higher salaries. Fortunately those teachers employed in our school become interested in their work, and some continue in it after they find that they can get higher wages elsewhere. The average salary now paid to a first-class teacher is only $350 and board; whereas persons of no more ability, and who devote even less time to their work in the Boston city schools, receive $700 or $800. The scale of our salaries is low, and the Trustees commend to the attention of their successors the propriety of raising it.

Expenses of the Establishment.

Notwithstanding the apparently great cost of the work done by our Institution, it is not large, if one considers the amount and value of the service rendered directly to the blind, and indirectly to society. It is not so great as that of some kindred institutions in other countries and States. At any rate, it is not larger than Massachusetts

can afford to pay; nor more liberal than she is accustomed to be in her dealings with kindred educational establishments.

In calculating the real cost to the community of carrying on such an institution, one should consider, first, how much is actually saved to the public wealth by enabling men and women to earn their livelihood, in whole or in part, who would otherwise become, in all likelihood, dependents upon the towns, or upon the State itself. Second, that the real cost is less than the apparent one. The sum of $7,604.02 was paid during the past year to blind persons for services actually rendered by them as teachers; or for work done by them as domestics, or as workmen in the workshop, payment being made upon the same scale as that used with ordinary persons.

The expenses of the establishment must necessarily increase with the increase in the number of pupils, most of whom belong to Massachusetts, and with the real cost in gold of all kinds of articles consumed, and of all kinds of service required to keep the establishment at least up with kindred social institutions, in the ever-quickening march of improvement.

Doubtless, a proper representation of the facts of the case and of the wants of the establishment, made to the Legislature, would be followed by an increase of the annual grant, without difficulty and without grudging.

Expenses during the Past Year.

The report of Mr. Henry Endicott, Treasurer, appended hereto, shows the financial history of the year, and the present condition of the treasury.

The analysis which accompanies the report explains all the details and expenditures.

The Treasurer gives his services gratis, as do the Trustees; and, moreover, he allows interest, at the rate of six per cent., on balances in his hands on the first of each quarter. He receives all appropriations from the several States which send beneficiaries to the school, and from individuals for private pupils, from legacies, etc., etc.

All contracts are made by the Director. Whenever any articles are wanted, the matron or other officer enters them upon the requisition book, which is laid before the Director, and, if he approves, the articles are purchased by the steward. His bills are examined, added up, and, if found correct, certified by the clerk. They are then laid before the Director, and, if approved, are signed by him; and then they are examined by two Trustees, appointed as auditors. If all is found correct, and in order, by the auditors, they make a draft upon the Treasurer for the balance due in favor of the Director, and another for an advance, that he may be kept in funds. This system has been adhered to for many years, and with satisfactory results.

Printing for the Blind.

Our printing-office was the pioneer in the work of printing books for the blind in the United States; and it still works, with occasional stops for lack of funds. The amount of printed matter which has been issued from it is greater than that published at any other institution.

There is a constant demand for additional books; and if the work of printing is temporarily suspended, it ought to be renewed as soon as funds can be properly appropriated to it. Occasionally, some beneficent person or society supplies the means of printing some particular work, for distribution among indigent blind persons. The last was an edition of "Selections from the Writings of Emanuel Swedenborg," costing $1,116.50, and paid for from the fund which a benevolent blind lady (Mrs. Lydia S. Rotch) left to the "New Jerusalem Society."

Funds are much needed for printing more books, both of an educational and a literary character. Many blind persons who have learned to read, now live scattered over the country, but are unable to have access to the few collections of books, which are to be found in large cities only.

The Trustees recommend this form of practical beneficence to those who have funds to dispose of, and who wish to witness a speedy return of good therefrom.

Whoever will furnish means, may have the gratification of conferring great happiness upon many

unfortunates, who are sitting in darkness, and unable to practise the art of reading, which they have attained with much labor and difficulty. The donor may select any book in the English language, and have an edition of it distributed among the indigent blind. There is hardly a chance of any abuse of this form of well-doing. Few of the books are given away outright. They are either sold for cash, or loaned to worthy indigent blind persons. Each volume so loaned has a card, clearly printed, and pasted upon the front page, showing that it belongs to the Institution; that it is a loan to such and such a person; and that it must be returned when he has done with it. Even the Bible, which any blind person who desires it is permitted to retain for life, is to be sent back to the Institution at his death, like all other books loaned; in order to be lent out again, and so be handed down from generation to generation.

Mr. Peter C. Brooks made a donation for the purpose of printing an edition of Peirce's Geometry, which has been and is now used and prized by many blind persons. They, in feeling the title-page, learn the name of their thoughtful friend, although he died before they were born; and they feel grateful to him for his valuable aid in their studies, and solace in dark hours.

A volume of selections from Byron was printed through the generosity of Mr. John C. Gray, at whose expense were also printed, in 1836, maps and statistical tables of the United States.

Mr. Samuel May, the life-long friend of the Institution and many years an active trustee, made a liberal donation to the printing fund, by which means the expenses of publishing Anderson's Grammar-School History of the United States were defrayed.

The noble generosity of Charles Dickens, whose ample donation helped to put his novel of the "Old Curiosity Shop" under the fingers of the blind, is too well known to require particular mention here.

Any person of means can select any book, according to his taste and wish, and put it under the fingers of the blind of the present and future generations. The Trustees will gladly be his almoner, and guard, carefully, against any abuse or misuse of his funds.

Salesroom, Store, Etc.

The Trustees recommend to the attention of the Corporation, and of their successors in this Board, the subject of purchasing a building for a store, for the sale of articles manufactured in the boys' shop, and in the men's shop.

The store, which we have occupied for twenty-six years, is now less convenient than it was, in consequence of the alteration of the building. It is now unduly deep and narrow. It is cut off from the sunlight by the alterations in the height of the buildings on the south-west side. Not a ray of sunlight penetrates the rear windows of the store; and but little, and that only during a short season, those of the second story. The rent is already extravagantly high, and the landlord will surely, if he catches us at a pinch, raise it next April. We

now pay $1,626, and the taxes, $624, over and above what is received for underletting; that is, a net rent of $2,250. If the Institution were to own a building in fee, it would be exempt from taxation so long as used for the legitimate objects of the establishment.

Conclusion.

The Trustees feel entirely confident that the liberal appropriations heretofore made annually, and the income from other sources, will be increased as fast and as far as they are needed, and so long as they are expended carefully and frugally. The Trustees meet, as well as they can, all demands for better school apparatus, for more class-books and standard books in raised letters, for higher pay of teachers and employés, and expend every year's income in really useful improvements.

They invite inspection and criticism of their work, confident that it is well done. They commend the establishment to the attention of the members of the Corporation, to those of the State government, and of the Legislature, to whom it is open at all times; and to the public, who are admitted at fixed times. All proper facilities will be given to those whose right and duty it is to make themselves familiar with the working machinery of the establishment; and all reasonable pains will be taken to gratify those visitors who are moved by humane feelings or by reasonable curiosity to seek admission.

A certain degree of caution is to be observed about throwing open the private rooms, and exposing the

domestic arrangements of the establishment, half of whose inmates are girls, or young women. Some of the pupils are wards of the State: all are, for the time, the wards of the Trustees; and they must be treated with deference to their own dispositions and tastes, and not needlessly exposed to the gaze and the remarks of persons who do not consider that the blind have delicacy and self-respect which ought to be tenderly regarded.

For details respecting the condition of the school, and of the several departments of the Institution, the Trustees refer you to the report of the Director, hereto appended.

All of which is respectfully submitted by

ROBERT E. APTHORP,
FRANCIS BROOKS,
JOSEPH B. GLOVER,
GEORGE S. HALE,
HENRY LEE HIGGINSON,
SOLOMON H. HOWE,
AUGUSTUS LOWELL,
EDWARD N. PERKINS,
JOSIAH QUINCY,
SAMUEL G. SNELLING,
JAMES STURGIS,
Trustees.

BOSTON, October 21, 1874.

The foregoing was adopted this day at a meeting of the Corporation, summoned according to the By-Laws.

SAMUEL G. HOWE,
Secretary of the Corporation.

REPORT OF THE DIRECTOR.

To the Trustees.

GENTLEMEN:—As the present Annual Report is intended to be circulated among parents of blind children, and to be sent to persons who make inquiries about the School, it should, of course, contain full information respecting its objects, and its daily administration.

Moreover, as it is the Forty-Third, and may perhaps be the last one which I can ever indite, I will use the opportunity to explain certain views of my own, put forth in former documents, which views are regarded by some as heterodox and untenable. I shall, therefore, at the risk of some diffuseness, try to show the soundness of the principles by which my administration has been guided, to state some of the general results of my observation and experience, and finally to express my gratitude to the present and the preceding Boards of Trustees, all of whom have shown entire confidence in my integrity, and have given me much liberty in conducting every department of the Institution according to my own judgment. For any unwise or mistaken measures of administration, I, and not they, am responsible. If, in explaining the policy which I have pursued, I shall show any undue egotism, or become prolix and tedious

in my language, or bring in matters not strictly pertinent to the one in hand, I trust to be indulged in some vagaries while riding, quill in hand, a favorite hobby.

I claim to say here a word of explanation to those who have attributed to me a certain kind of disloyalty to the cause of the blind, as a class, instead of being their staunch advocate, and always placing before the public their merits and capacities in the best possible light. According to such persons, I ought to have been exclusively the champion and advocate of the blind; to have set forth their merits; and to have concealed their defects. Instead of which, I have unnecessarily alluded to the low place in the social scale which they have always held in all countries; have classed them among the defective members of the community; have harped upon their infirmity, and have defined them as lacking not only one important sense, but also essential qualities and capacities, and therefore have, unnecessarily, made them out to be inferior to other men, etc., etc. If there still be those who hold such mistaken notions, especially if there be any such among the blind, I respectfully address to them the following remarks.

Nearly half a century ago circumstances made me feel a special interest in the blind as a class, and called me to work in their behalf. During this time I have striven to call public attention to their condition and wants as a class; to show that the nature and consequences of their infirmity have not been generally understood; that they have been regarded in all ages and countries as hopelessly dependent, and have been ministered to in a spirit of mere pity, and humiliated

by being assigned the beggar's post, and the reception of alms. I have claimed for them a full share of the essential characteristics of humanity, and have maintained that they merely lack certain accidentals; and are therefore fully entitled to receive, with other youth, the advantages of a kind of education by which the consequences of those accidentals should be reduced to their minimum. I have shown that there were certain compensations by which the disadvantages arising from their infirmity may be lessened; that by special culture of the remaining senses they can attain such excellence as almost to compensate for the lack of one. I have pointed out their equality with other men in all moral attributes and capacities; and have acknowledged my indebtedness to some of them who have been to me exemplars of patient resignation under misfortune, of a courageous struggle against difficulties, and of a feeling of tender interest in the welfare of friends, and warm desires for the promotion of human happiness. I hope and trust that I am better for the acquaintance of some such blind persons.

But, while advocating their claim to special advantages in the matter of education, and to certain social privileges as matters of right and justice, not of pity and indulgence, it has sometimes been my duty to express opinions concerning the blind as a class, which jostle and offend that peculiar sensitiveness and large self-esteem which are unduly developed in many of them by mistaken kindness. I have been constrained to speak of them as they ever have been, and ever must be, one of the *defective* classes of society; to

show that their lack of one important sense does necessarily, and in spite of compensations, imply bodily inferiority, which is almost necessarily followed by deficiencies in the force and variety of mental faculties and capacities.

Whatever shortcomings I may have had in personal and sympathetic relations with the blind, are the effects of personal shyness, and of want of demonstrativeness on my part, rather than of lack of hearty interest and good will; and I trust it may be overlooked in consideration of long and zealous labors for the real good of the whole class, and for their elevation to respect in the minds of the public.

Census—Number of the Blind.

The first necessary step in forming a system for educating the blind in a new country like ours, is to ascertain their numbers and respective ages.

The census of the United States is well known to be less exact than those of some European countries; and it is especially faulty in respect to statistics of defectives, such as the blind, because it fails to give the ages of those enumerated. Whoever, therefore, wishes to calculate the number to be provided for and educated, has to guess vaguely how many of those given by the census are young enough for a school.

We are sure that the number given as blind by the census cannot be too high; on the contrary, we have good reasons for believing that it is much too low. While the census-taker has no motive for recording the name of a person in the column for

the blind, unless he knows that such a person exists, there are many circumstances which may prevent his knowing the existence of a blind person even in families which he visits and enumerates.

First. Some census-takers do not do their work conscientiously or thoroughly. They take up readily the first answers given. They think it is enough to ascertain the total number in the family which they are examining, and fail to cross-examine and to ascertain with certainty, the number of exceptional cases, to be recorded in separate columns; as the blind, the deaf-mutes, the lunatics, idiots, and the like.

Second. The persons who come to the door to answer the questions of the census-taker are usually women, perhaps domestics, who are often ignorant, and generally suspicious. Some of these suspect that the object of the census-taker may be to get information for the purpose of taxation; and they give it warily and charily.

Third. Some heads of families have a false shame about admitting the fact of the existence of defective members, and may purposely avoid mention of the existence of one; or, if a little conscientious, may mention his name, but not his infirmity; so that, although there may be more than one child or adult who is blind in the family, the census-taker would not know it, unless the defective person happened to come to the door, or be near him in the house.

Fourth. Some persons have such imperfect sight that it is of no practical use to them, and they are dependent on others for guidance and support; yet

value more highly their little glimmer of light than we do the whole skyful which our eyes open upon, and would not lose it on any account, more than we would ours; nay, some even persuade themselves that they can see tolerably well, and would not like to be put down among the blind in the columns of the census.

After making due allowances for all these sources of error, we may safely put down the number of blind persons in the United States as 27,000; in New England as 2,500; and in Massachusetts as 1,000. The great majority of them were a few years ago entirely dependent on others; and, although every year increases the number of self-supporters, the dependent number is still very large.

The cost in money of keeping this army falls, of course, upon the laboring classes, and a little calculation will show that it must amount to at least $3,500,000. We must calculate the cost of each one at about two dollars a week for keeping, and twenty-eight dollars a year for clothing; but beside this, there is to be added, part of the time and the attention of many thousand persons. Assuming the average of these to be equal to the whole time of 1,000 persons, we shall have a grand total of $4,010,000.

It is with taking the census for the blind or deaf-mutes, as it is with that for the insane. The same and other causes contribute to the well-known fact, that the official returns for that class of unfortunates always fail to report as many as are known by experts to exist.

Dr. Edward Jarvis, who is well-known as the

highest authority in the matter of statistics, and who has been relied upon by the census bureau to study out and correct the census returns, especially with regard to lunatics, estimates that the census returns do not give more than fifty per cent. of the lunatics actually existing.

My estimate is, that the actual number of the blind is greater by at least thirty-three per cent. than that put down in the census, which was, in 1870, 20,320. To this must be added not only those actually blind who were not enumerated by the census-taker, but also that considerable number who are so deficient in vision as to be for all practical purposes blind. This would carry the number up to 37,000, and probably to 40,000.

Fifty years ago there existed no public provision in the United States for the education of this great class. Now there are twenty-seven public institutions designed specially for their instruction; and many parents who are intelligent enough to know the existence of special schools, and of special methods of instruction, and put some of them to use in educating their blind children.

If the facts which I have cited above, and my line of reasoning, are sound, we may reasonably hope that the actual number of blind in any given number of people, will decrease in coming generations; and that successful provision will be made for educating the largest portion of them, so that not only will the whole number be materially reduced, but the proportion of those who can support themselves will

be considerably increased. We shall thus be gaining at both ends.

These cheering prospects will be more or less fully realized according as the people improve, or do not improve, in knowledge of and in obedience to the divine laws of physiology enacted for the improvement of our bodily and spiritual life.

But, beside the direct annual cost of nearly four million dollars, we must consider that there is a moral burden of incalculable weight to be borne by the community, widely distributed, indeed, but not a whit lighter therefor.

There is the sorrow, and perhaps self-reproach, felt by some parents who are half-conscious of some instrumentality, perhaps culpability on their part, which has helped to bring on the infirmity. There is the regret, perhaps mortification, felt by other members of the family; there is the pity of neighbors and towns-people; the constant apprehension of all that some dreadful accident may happen to the sufferer. These, altogether, form a moral burden whose extent is measured by the All-Seeing One, who is ever ready to bless all honest efforts to lighten it.

Name and Objects of the Institution.

The name of any public establishment ought to set forth briefly, but plainly, its nature and its objects. That name ought to be like the sign of an individual, or of a company, explaining the nature of the business.

Unfortunately, the present name of our Institution does nothing of the kind. On the contrary, it is calculated to mislead those who read it or hear it.

The former name, that of the *New England Asylum for the Blind*, was better. It was changed, as it now seems to me, for sufficient reasons, to that of *New England Institution for the Education of the Blind.*

Finally, Col. Perkins made the munificent donation of his mansion house in Pearl Street, Boston, to the Institution, upon the sole condition that the house should always be used as a dwelling and school for the blind, or else revert to his heirs. It soon became clear that, if this condition were to remain forever binding, it would be very disadvantageous, if not fatal, to the growth and the prosperity of the establishment. One has only to imagine it now located in an old-fashioned mansion-house, hemmed in closely on three sides by lofty warehouses towering high above it, and on the fourth side by such a thoroughfare as Pearl Street has become, with its throng of carts, and the continual thunder of hoofs and of wheels upon the stones, mingled with the various noises and cries of the crowd of passers-by; and its utter unfitness for the location of a school will be seen.

But actual proof of the unwisdom of affixing such a condition to an otherwise munificent gift, soon occurred. The vast hotel built upon Dorchester Heights, but within the limits of Boston, came into the market for sale. It had been very recently built, at a cost of over one hundred and twenty thousand dollars, but could be bought for about twenty thousand. The immense advantages which it presented as a site, and a building for our Institution, made me desirous that we should possess

of religious or political sectarianism. Everybody has shown sympathy with its objects, and manifested wishes for its success. Nevertheless, in spite of all these advantages, its treasury has not received anything like its proportion of the showers of gold which have enriched most similar institutions in Boston. There has been more than one instance of this kind. For example: not long ago, a lady left the sum of one hundred thousand dollars, to be distributed by her executors among five of the public charitable institutions in the city, to be selected by them. This Institution is certainly one of the most prominent and popular ones; a little inquiry would have shown the executors that it was in greater need of funds than some of those institutions which they finally selected; nevertheless, they passed it over, and distributed the money among other institutions, the objects of some of which would probably have been less interesting to the testator than teaching the blind to read the Bible with their fingers.

Again: MASSACHUSETTS ASYLUM FOR THE BLIND, is a still greater misnomer; for it not only fails to explain what the nature of the Institution really is, but it actually designates it as what it is not, and never ought to be.

It was never contemplated to limit the advantages of the establishment to blind persons belonging to Massachusetts; nor have they ever been so limited. Many of its earliest pupils were from other New England States; and some from the extreme Southern States.

The word Massachusetts improperly limits the extension of the meaning and purpose of the Institution; and is not a proper word for its title.

Again: the members of the legislatures of all the New England States are called upon to vote annual appropriations of money to support pupils belonging to their several States, at this Institution. Now these legislators are apt to be sticklers for the reputation justly belonging to their respective States. They may naturally wish that they should receive a due share with Massachusetts of the credit of maintaining the Institution, although it happens to be located in this State. They would have this share, if the establishment were called the New England School.

It is desirable for the cause of the education of the blind that our Institution should receive all the blind children of New England, as they make enough, but not now too many, for advantageous classification: yet, it is never desirable that undue reputation should be given to any individual, or to any State.

But there is a wider and more conclusive argument against retaining the last word of the present title.

First, as stated above, the word "Massachusetts" implies that the pupils who resort to it are drawn exclusively from this State. This is not so; but all proper applicants are received without respect to whence they come.

Second, the word ASYLUM is not only inappropriate, but it suggests a false idea. The establishment was not originally intended to become an asylum, for that word means a place of refuge, or a home for permanent residence, usually for life; whereas this Institution

was not intended to be such; and ought not to be allowed to become such.

The objections upon general principles to life asylums for the blind are very strong. They have been repeatedly set forth and dwelt upon very earnestly by me in various preceding reports, as Director.

Moreover, the Institution has always been administered with a view to prevent it from degenerating into an asylum; a tendency which is strongly felt in all large educational institutions for the blind; and which is dreaded by intelligent superintendents.

For these, and other like causes, I desire and advise that the name of our Institution be made shorter and simpler; and that it may more clearly define its nature and its objects. The best title which occurs to me is that of *New England School for the Blind.* But, if the heirs of Mr. Perkins should feel aggrieved by the substitution of another name for his, then call it simply the "*Perkins School for the Blind.*" The simpler and more appropriate name will probably be adopted when there shall be none to object, or to feel aggrieved.

Before proceeding to describe the mode of educating and instructing those blind children who become old enough for admission to our school, I will give some hints and

Counsels to Parents of Blind Children,

for their guidance in the treatment of a blind child, from birth to the time of his being sent to school.

The real and practical education of all children begins as soon as they are born. The nursery is a

school-room. The cradle is a nest in which to learn to lie and swing. The high chair a desk at which to learn to sit. The toys and play-things are apparatus by which to learn to use their hands and arms. The other rooms are fields of travel to be first explored. Every article of furniture and every ornament is to be examined and studied, and the senses exercised by observing the form, colors, weight, hardness and other qualities of each one. The yard is a field for early journeying; and the premises outside are to be explored by a more venturesome tour.

The amount of thoughtful care and attention which is bestowed upon teaching the infant and child in these early lessons, will have great influence upon its intelligence and powers of self-direction during all its after-life. Unfortunately, it is only in very rare cases that any care or thought is bestowed upon the matter; and the little scholar's school-room is without order or discipline, and his spontaneous efforts to get knowledge are as apt to bring upon him cuffs and reproofs as approbation and assistance. All this needs to be changed and improved, and the first school and first lessons systematized and adapted for all children. How much more is this needed in the case of children whose condition, disposition and requirements are modified by infirmities, such as blindness, deafness, imbecility, and the like!

The blind child needs especial care and peculiar training. The mother, the sister, the brother, the little companions, can all be very useful to him as teachers, and can give him valuable lessons of various kinds. They can encourage him to leave his couch or

rocking-chair, and to have courage and self-reliance. They can encourage him to keep on his feet as soon as he can toddle about; can help him to explore the room, house and yard; to climb stairs and ladders; to scale fences; to creep through holes; to hunt hen's eggs, and the like. They can give him opportunities to feel of dogs, cats, hens, horses and cattle; and can teach him much of the ways and habits of domestic and other animals.

Do not be over-anxious about him. Do not watch him too closely. Do not smooth away all difficulties, and carpet his walk of life. If he is groping his way across the room, and a stool or other article chance to be in his path, do not scream to warn him, nor hasten to remove it, but let him trip and tumble over it; the pain will be well paid for by the lesson. And so with a hundred little things. He had better pinch his fingers slightly with a pair of nippers, or with the nut-crackers, or in the joints of the tongs; he had better jam them a little with the hammer, or wound them with a screw-driver, than never handle the articles.

And so with other common articles. Let him use the cork-screw, and drive the common screw, and bore with gimlet and bit, and cut with the hatchet, and split wood with the axe, and cut it with a saw, rather than abstain from knowing and using those articles lest he should wound himself. All your anxieties and precautions will not save him from wound and bruise and hurts of various kinds. He must incur and bear them; all children have to do so; so that your alarms do not save him, but probably have the effect of increasing his danger by preventing him from relying

upon himself, and so lessen his presence of mind and activity in self-defence, when a sudden difficulty presents itself.

Do not prevent your blind child from developing, as he grows up, courage, self-reliance, generosity and manliness of character, by excessive indulgence, by sparing him thought and anxiety and hard work, and by giving him undeserved preference over others. If he lounges in the rocking-chair, or on the sofa-cushions, don't pat him and say, "the poor dear child is tired"; but rout him out and up just as you would do with any boy who was contracting lazy habits. Much may be done for his advantage by judicious firmness, by resolutely insisting that he shall learn to do everything for himself and for those about him, which it is possible to do without actually looking at things. You yourself don't hesitate about going into the cellar, if need be, for an armful of wood, or a basket of potatoes, without a lantern, even though it is dark; why should your blind boy be deterred by obstacles which you and the other children meet and overcome?

Keep him out of doors and running about as much as is possible. Bear in mind that he is exercising for health and strength, and that the object is not to walk so many miles or to saw so many feet of wood in so many minutes or hours, but to be in the open air and to keep warm by exercise, not by extra clothing. You may keep warm by extra clothing while out of doors and inhaling the ordinary amount of fresh air; and so far so good; it is better than sitting still in the house and keeping warm by a fire, or other artificial

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heat. But that is not all that your blind boy wants. He, and all who seek the greatest benefit from exercise, must take it in the open air, with ordinary clothing, and must quicken the circulation of the blood by muscular exercise. He then will take longer and deeper inspirations of fresh air to supply the additional oxygen made needful to the body by the quickened circulation of the blood.

These are the first steps in his education. When it comes to schooling or instruction, you have to follow the same course. Begin early; include a variety of things; fix upon four or five periods in every day at which he is to sit down to study; but don't keep him at it a moment after his attention begins to flag. His little brain is feeble, and will usually begin to tire in less than half an hour. Then let it have rest. The common devices for keeping up his attention by showing to him something new and strange are well enough at certain times, but not for stimulating his brain to study after it begins to tire and needs rest.

When the whole system has been overworked, then there follows a feeling of general fatigue and lassitude. The feeling of fatigue in any part of the body, or of the brain, is Nature's warning that the organ employed has been used enough, and needs rest. The symptoms of fatigue of the brain which your little student shows after fifteen or twenty minutes' close attention, are just like those which young people and grown people also show when the brain is fatigued. If, instead of giving it rest, they try to resist, and to overcome it by forcing the attention, and working on in spite of the warning, they begin a

harmful practice, which, if persisted in too much and too long, leads to mental disturbance, perhaps to some form of insanity.

But the benefit accruing to your blind child from such continued exercise and work in the open air is not confined to his bodily growth and health; for the effort to do something useful, to bestir himself and to keep himself warm, is good exercise for his moral nature; for every act, and especially every habit of meeting and overcoming little difficulties, increases courage and self-reliance.

These qualities are especially needful to the young blind. Cultivate them, therefore, by calling upon him to attempt and to perform as many various acts as is possible, and especially to succeed by ways of his own finding out.

You should begin very early to keep your little blind scholar at a desk, at fixed hours; from fifteen minutes to half an hour at a time, not more. He should have a drawer for his models and playthings, with a slate and pencil and box of colors, and various toys and models. Keep his attention fixed upon these things, and teach him their names and all you can about them.

By the time he is four years old, he will have learned a great deal. Then begin a little real work, disguised partly as play. Have blocks, each with the form of a letter of the alphabet on the one end in relief, and others, also in relief, on the four sides. Teach him to put two or three of these together, side by side, and to distinguish the figures which denote one, two, three, etc.; also to spell out the names of things by putting

the component letters side by side. A little box with a wooden screw at the end to hold together the words which he makes will be useful. Then you may teach him the names of things and how to spell them, the arithmetical figures, elements of ciphering, etc. Teach him the points of the compass, the value of coins, etc. Make him weigh things in his hands, and then upon the scales, so that he may learn by practice what are ounces, pounds, etc. Do the same with measures, gills, pints, quarts, gallons, etc.

He should actually feel of and examine all these things, and not rest content with what you tell him. Let him weigh eggs, apples, nuts, grains, and the like.

You can fully and profitably employ him when not at his desk. Let him explore everything, and do all he can, as to wash and wipe dishes, grind coffee, salt, and the like.

You will find an exhaustless variety of things which he will be glad to learn.

You can procure at any good institution for the blind sheets of stiff paper, with letters embossed on them; other sheets containing short lessons, as the Lord's Prayer; elementary books, etc. By proceeding in this way, he will have acquired, by the time he is six years old, more valuable knowledge than ordinary children possess at the same age, and will have habits of study, and an amount of acquired knowledge, greater and more valuable than ordinary boys of his age have acquired by running irregularly and heedlessly about, seeing things, but not

studying them. Teach him also the notes in the musical scale, and as many simple tunes as you can.

When he is old enough to go to the primary school, take him to the teacher, explain what you have taught him and his mode of learning, and try to interest her in his case, and to have him received as a special pupil. If he is bright, and the teacher is disposed to aid him, and her assistant or some boy will read over the lessons, he may recite with the class; at any rate, he will learn a great deal by simple attendance. It will be found in practice that a seeing boy may read the lesson over and over to a blind one, with very little loss of time to the first, and with great advantage to the second.

Meantime, let him join in with boys of his age, and strive to imitate them in all their sports and occupations; to associate with them in Sunday-school classes, in attendance at every public lecture, in gatherings of all kinds, forgetting, as much as is possible, that he is blind. But guard him, with more care than you guard him from small-pox or any mortal disease, from contracting the vice of self-pollution. This is frightfully prevalent among all classes of defectives. Many children, not over six years old, have already contracted this dreadful and destructive habit.

There are, however, some advantages to be obtained from attendance, for a time, upon a good school for the blind, which cannot be obtained so well by any other kind of association. The blind will, for a long time to come, be as a somewhat distinct class in society; they will associate with each

other, and although such association should not be permanent, because, upon the whole, the disadvantages outweigh the advantages, still it is an experience, and brings a knowledge of the special effects of blindness upon a person which the blind are swift to acquire; and there are special contrivances, ways and means, by which they turn their infirmity to profit. There is a sort of freemasonry among them; and the younger ones can learn from their elder brethren what no seeing persons can teach them. Some of the societies for mutual improvement which they form among themselves, if free from the folly of extra-judicial oaths and pledges, may be very useful to a blind youth.

As he approaches manhood, he should assume and perform all the relations and duties attendant upon that age. He should put himself forward and take on all civil rights, and offer to perform all civil duties which do not absolutely require eyesight. He should attend primary parish meetings; seek to fill places on voluntary committees for benevolent purposes; attend caucuses and political meetings, and discuss political questions and the qualifications of candidates for office, from that of hog-reeve to that of governor. In short, forgetting that he is blind, he should associate with his fellow-citizens, and labor with the most intelligent and virtuous of them for the promotion of the public weal.

Terms and Conditions of Admission.

All children and youth of average health and strength, and good morals, who are so deficient of sight that they cannot distinguish printed letters one-

eighth of an inch square; or whose eyes are so ill-conditioned that they cannot be used in reading without endangering the total loss of sight, are supposed to be proper candidates for admission to this Institution. They must be of average health and strength, and free from epilepsy and contagious diseases. They must also be of good moral character, and free from confirmed vices.

Whenever application for the admission of one such child is made, papers containing a list of questions about the particulars of the case, are sent to the persons applying, to be answered in writing. The answers ought to be full enough to enable the Director to decide upon the fitness of the candidate. If he concludes, from this and other information, that the applicant is a proper subject for the school, and if he belongs to the State of Massachusetts, and is indigent, his application is sent to the governor of the State; and, on its receiving his approval, the applicant is notified that he can be admitted at the charge of the State. The same is done with applicants from any of the other States of New England.

If the applicant does not belong to Massachusetts, the question of his admission, and the rate of charges, are decided by the Director. The charge for such pupils, and for children of private persons who are able to pay, varies from $300 to $400 per annum.

The pupils must be kept supplied with decent and comfortable clothing by their parents or relatives. If they have no such friends, and have no legal claim upon any responsible person, the State whence they come, may, or the municipality in which they have a

claim for a settlement, must, furnish the clothing, if required to do so.

The pupils must also be removed at vacations, during the continuance of which their State, town, parents, or friends must maintain them, and be responsible for their well-being and safe return to the Institution.

The best age for admission is between nine and sixteen years; and the usual period of stay is from five to seven years, although much less is required in ordinary cases, and sometimes even less than a year.

Discipline.

The pupils are all under the government and control of the Institution; and it is understood that they and their parents will voluntarily conform to all the rules and regulations of the establishment.

They are subjected to a mild but strict discipline, without corporal punishment, or pain of any kind. In those rare cases where obstinate insubordination and persistent disobedience are manifested, the pupils are discharged, after all efforts and appeals to their moral sense have been patiently and kindly tried.

Admission to the Institution is to them a great privilege and advantage, and they ought to recognize this by conforming to its rules and regulations, or else to leave. If any of them misbehave, and cannot be corrected by kind remonstrances, or if they are guilty of immoralities, they will be dismissed; and notice thereof will be communicated to all public institutions for the blind in the United

States, so that they would probably be refused admission into any other.

Parents and friends of the pupils may visit them with reasonable frequency; and the pupils themselves are rather encouraged than discouraged from seeking companionship and social relations among the people of the neighborhood.

Especial pains are taken to develop and keep up their bodily health, and to increase their strength and dexterity, by all ordinary means,—such as abundant and nourishing diet; fresh air by night as well as by day; scrupulous cleanliness, and the like; and also by special means,—such as bathing daily, either in a warm, convenient bathing-room in the house; or, if the weather is favorable, in the sea; also by regular daily walks, and by gymnastic exercises in the play-ground; or, in bad weather, in the gymnasium.

The School Proper.

The chief end of the course of instruction for blind children is to impart such knowledge of the ordinary branches of an English education as are taught in the common schools of the State.

This is done by teaching them to read books in raised letters by the fingers, and then to practise in reading lessons in embossed books; by having them feel carefully of tangible models, such as geographical maps and globes, and various figures, and by examining images of various things; or by using ciphering boards, with tangible movable types, etc. But the main instrumentality is that of oral instruction given by teachers, and the oral responses and explanations

given by the learner; conversations, that is, between teacher and pupil, about various subjects upon which printed matter has been read by the pupils, or lessons have been given by readers.

Any person of good natural ability, and with a natural aptitude and liking for teaching, can succeed in training a class of blind children to be about equal to a class of seeing children in knowledge of ordinary branches, and even to a more intimate acquaintance with them, than children usually acquire in the same amount of time; because the blind must, perforce, understand, in order to reply intelligently, since their answers are not given in the words of a text-book, but in their own language.

It must not be claimed that blind children have any more, even if they have as much, natural aptitude for learning as ordinary children have. At least one-quarter of our pupils are below the average in this respect, on account of a smaller degree of natural vigor of body and of brain. But, on the other hand, the peculiar condition in which the blind find themselves, gives to them and to their teachers certain advantages over ordinary children in imparting and receiving instruction. The fact that text-books are so few has certain indirect advantages, for it saves the teacher from the temptation of sparing her explanations and shortening her work; and spares the pupil that of resting satisfied with getting a lesson merely by memory.

There are other compensations in this way of teaching and of learning, but too numerous to be considered in this simple Report. The proof of

the fact, however, is the existence of the eighteen or nineteen hundred pupils of our and of kindred institutions, and in the thousands of graduates, who show an average knowledge of ordinary matters by grammatical and fluent speech, and in many instances by legible hand-writing.

The Blind may Attain High Culture.

Let the doubter look and see, and he will be convinced that, in special cases, and by special pains, persons born blind have attained knowledge of the highest branches of education; and have acquired great facility and skill in imparting it to others; that is, in teaching.

History has furnished illustrious instances of this fact, in all generations; and in the present one they are found in all ranks of life, and in all professions, save the very few which absolutely require sight; but even here a few cases show the possibility of dispensing with sight, for not all the fine arts are shut to the blind, but only those which require perception of colors, and of light and shade, which, of course, no blind person can aspire to.

Music has no more zealous students or devoted votaries than the blind. Some can model and carve; and a few have shown taste and ability as sculptors. But as to all the ordinary branches of study, proofs of the ability of the blind to attain knowledge and understanding of them are no longer to be found only in exceptional cases of marked natural ability, but there are scattered over our country a multitude of living blind men and women who are educated up to the average standard, and some who exercise literary callings suc-

cessfully. One of our pupils graduated with honor at Harvard University, and became an eminent organist, and professor of music in a western city. Another graduated with honors at Dartmouth College, and after being for a time teacher, became superintendent of the Tennessee Institution for the Blind. Another graduated last summer from the Divinity School at Cambridge. Many are active, accomplished and able teachers of music; others get fair salaries as organists, and many are accumulating money by tuning pianos, which they can do as well as persons who see.

Religious and Moral Training.

Teachers and employés are enjoined against endeavoring to give any sectarian bias to the minds of the inmates.

The parents of each pupil, or he himself, selects a place of public worship, which he is required to attend every Sunday.

Pupils are not only required to attend their selected place of worship every Sunday, but they are expected to attend Sunday-schools, and such religious gatherings as their parents approve, provided that they do not interfere with the exercises at the Institution. But no clergymen, nor indeed any other persons, are permitted to enter the establishment with the purpose of performing any rites or observances, or of giving any religious instruction, or impressing any sectarian bias upon the minds of the pupils.

This regulation seems to be regarded favorably by the friends of the pupils; at least, its observance has never been interfered with or complained of to my

knowledge. A large proportion of the pupils are of Roman Catholic faith, and they have opportunity for attending their Sabbath-school and church every Sunday. Most of the teachers and attendants are women, and are always selected and retained with a view to their moral character, though no questions are asked about their sectarianism.

Love and gratitude to God, the Father of us all; and love to men of all races, colors, conditions and degrees, as our fellow beings, created in His image, and filled with aspirations for goodness, are continually enjoined by precept and example, and encouraged by the assurance that they always bring a high and everlasting reward.

The principles and practice of morality, and of the requirements of Christianity, are strictly enjoined by precept and example. The Bible, without note or comment, is read aloud every morning; and the pupils have copies of the Scriptures at their fingers' ends. But no sectarian belief is taught; and no sectarian observances are required.

Higher Pay for Teachers.

Progress and improvements are being made every year. Books are multiplied, apparatus for illustrating various branches of study are devised and executed. These cost study, time and money. Our Institution should not be behind any in urging on this march of improvement. Higher inducements in the shape of honor and profit ought to be offered as attractions to persons of ability and honorable aspirations to qualify themselves for teaching in some of

the twenty-seven institutions already established. Our Institution ought to have teachers who are really worth more than the average teachers in the best English high and normal schools; and if occasionally we have such, we ought not to rely upon the attachment which they may form for their special kind of work, and for their pupils personally. After higher pay will come higher honor, as proofs of their success in the work are multiplied.

Department of Music.

The location of this Institution affords peculiar facilities for giving to its pupils a scientific and thorough knowledge of music; because Boston is the acknowledged centre of the profession of music in America. No amount of drill can be of much avail, in a scientific point of view, without frequent attendance upon concerts, operas, musical societies and the like; or without great facilities for hearing the best musical performers and becoming familiar with their peculiar styles, and acquainted with the works of the most eminent composers.

Here such advantages exist in a remarkable degree; and the like cannot be created suddenly by any outlay of money, because they come only by the slow growth of time, and of a peculiar people. Boston is unsurpassed, to say the least, in these respects, by any American city. Her population was always distinguished as uncommonly fond of and well trained in music, which has always been held an indispensable accomplishment in good society. The recent introduction of music as a branch of common school instruction,

has widely promoted a taste for and knowledge of music among the people.

Societies for the study and practice of music abound and flourish. All eminent stars are sure to take in Boston on their tours; and special operas, concerts and musical performances of all kinds are given occasionally, and are largely attended by the people. Musical societies flourish in a community where the taste for music is engendered, partly, at least, by the good musical instruction given in its common schools.

The doors of most of these musical societies are liberally opened to our pupils; and where the golden pass is necessary, it can be obtained for such of our advanced scholars as need entrance.

Our Institution has taken advantage of these great and invaluable facilities to give superior instruction in music to such of its pupils as can profit by it; and it will go on increasing their amount and improving their quality.

It has had the good fortune to enlist the services of several young blind persons who have rare talent for teaching music; and who remain, after graduating, as salaried teachers. There are others who practise music in the neighborhood as a profitable calling, and whom we could call in, in case of need, to give lessons to our pupils.

Besides these, the Institution calls in the services of eminent professors of music in the city when needed; and provides suitable and special instruction for pupils who aspire to excellence as teachers or performers.

We have been able to demonstrate, in a considerable

number of cases, that blind youth can be so trained and taught as to become successful competitors with seeing youth and men, for employment as teachers of vocal and instrumental music, as performers upon the organ, and as tuners of pianofortes. One of our graduates has been employed several years, at a good salary, in one of our largest manufactories, as chief tuner of new pianos, and discharges all the duties of the post satisfactorily.

This training was very costly at the outset, and must continue so for some time to come, if we adhere to the determination that our pupils shall have at least as great facilities and advantages for receiving the highest kind of instruction as can be enjoyed by those of any other institution in the world.

The Institution is supplied with a complete collection of all the instruments necessary for a thorough musical education. It possesses one large and beautiful church organ, the gift of George Lee, Esq.; one reed and two small organs, thirty-eight pianos (six of which are grands, two pedalias and two uprights), besides a large collection of good brass and reed instruments.

The cost of additions, improvements and repairs upon our musical instruments last year was $2,281.24.

Work Department.

The idea that the chief end of instruction is improvement in knowledge and virtue, and in capacity for self-support and industry, is constantly impressed upon the minds of the pupils in all the departments of the Institution, by precept and example. This

they receive, and generally profit by; and are pleased and stimulated to effort by the prospect of self-support, which relieves them from the dread of dependence.

There is, however, naturally, a preference as to the mode of work; and the universal wish is for that of teaching music, tuning pianofortes, and the like; because blind people are conscious that they can compete at less disadvantage in the branch of music with those who see, than in any other occupation. Then the profession of music is not only congenial to all who have taste and talent for it, but it is pleasant and comparatively easy; and, moreover, it is regarded as genteel. On the other hand, the idea of daily drudgery at manual work is repugnant; because all blind persons, while claiming equality with other men in mental capacity, sadly admit their inferiority in all the callings which require light and sight for their exercise. Then there comes in the social prejudice, which generates the idea that manual labor, as the occupation of one's life, is less respectable than mental work. This gross error reverses all correct notions of what is really respectable, and what is not. It makes men and women regard living, and helping others to live, by the sweat of one's brow, as a curse, instead of being, as it really is, a great blessing.

This vulgar and persistent error, which, like some evil weed that deforms and impoverishes cultivated lands, pervades all ranks of society, begets hypocrisy, jealousy, discontent, and various social evils, and works great harm to all classes, but especially to the

blind. It prompts them to seem to be what they are not; and to regard as low and vulgar that industry of the hands, the results of which are the means of comfort and well-being to all men, but especially to those who, by reason of some bodily defect, labor under great disadvantages in the struggle for domestic comfort and social standing.

Thus society, by indulging a gross error concerning the blind, needlessly presses them down and renders more unhappy the lot of a class who depend more for happiness upon its good opinion than ordinary persons do.

We have to contend, even in our establishment, against the untoward effects of this gross social error upon the blind: we have to teach them that work is honorable, and that an idle, unproductive life is the truly dishonorable one.

All start with the hope and ambition to become qualified to get a living by teaching music, performing on a church organ, or joining some orchestra, or else by teaching some branch of literature, perhaps by lecturing and preaching. Some, who possess superior natural ability and aptness for teaching, succeed in escaping from the drudgery of mechanical employment, and thrive by giving instruction in music and other branches.

The workman who is blind is always held at disadvantage by workmen who see. A part of our pupils are permitted to spend less and less time in the workshop, that they may give more and more attention to study. But the majority continue to apply themselves several hours daily to learning some

simple handicraft, as long as they remain connected with the Institution.

Thus the establishment is truly an industrial one; because all are required to labor, and to be occupied in actual hand-work more or less hours every day, during the early years of their pupilage. Afterwards, a certain number, who show taste and aptness for music, or some other calling, are excused in part. The rest, and much the larger proportion, devote a portion of every day, and a few the whole time, to learning to work.

An important, and indeed essential duty of this Institution, to the blind and to the public, is, and ever will be, to exercise all its pupils in the elements of hand-work, as part of the regular course of instruction, and to train a large proportion of them to such perfection in some trade or special work, that they may get a livelihood by it.

Division of the Work Department.

The Work Department is divided into two branches,—one for the juveniles, and the other for adults.

The first includes all the pupils of the school, who receive instruction in this department during a greater or less proportion of the time of their connection with the Institution.

The second comprises such of our graduates as we are able to employ, and those adult blind persons who are too old to enter the school department, and are therefore received for the purpose of learning a trade.

I.—Juvenile Department.

All the pupils, whether children of the rich or of the poor, whether destined to become teachers of music or of some other branch, are required to spend a certain number of hours daily in the shop, under charge of competent instructors in the various branches.

The object of this is twofold :

First. To promote general health, and to give a certain degree of manual dexterity. The work gives to the pupil a certain command of his hands, limbs and body generally, and a better carriage and walk than he would otherwise have. These good effects are seen through his after-life. Training of this kind is given in good military schools; and so lasting are its effects, that one may know a graduate of West Point Academy by his gait and walk in the street, even after he has become an old man.

Second. It gives a kind of knowledge which may possibly be useful in earning something, and in eking out an income, most of which may be derived from other sources. A teacher of music or tuner of pianos may have leisure hours which could be passed usefully in making a broom, or bottoming a chair, or running a sewing-machine. This object and end of work, with a view to self-support, are required in all the exercises of the school.

After two, three, or four years, those pupils who manifest ability and musical taste, or fitness for acting as instructors in music, or other branches, are excused from the daily exercises in the workshop, and devote

all their time to the study of music, and to mental culture. The rest continue to work in the shop during the whole of their pupilage at the Institution, devoting more and more time to that, and less to school exercises. At the end of their three, five, or seven years' course, they have acquired dexterity enough to work at their trades; and they are dismissed to their several homes to begin to take care of themselves. Some who have enterprise, and can get aid from friends, begin a little business of their own; and, if they can get the advantage of the retail prices, by selling directly to their customers, instead of selling to middlemen or commissioners, who retain the lion's share of the gain, they can support themselves.

There is a room or small workshop in the main building, near the school-rooms, for carrying on the Juvenile Work Department, to which all the pupils may repair, at fixed hours, every day, in larger or smaller numbers, and be exercised under teachers in the elements of handicraft; and begin to learn a trade, dividing the hours between the school proper, musical exercises, and handwork.

This being an elementary shop, and the inmates all apprentices, there must necessarily be waste of stock, and unsalable articles, many of which are to be got rid of at a slight advance upon the cost of materials, salaries, and the like. Some salable articles, however, are made; as brooms, and the like. These articles are sent to the salesroom in the city.

Some of the graduates dislike the confinement of a workshop and of regular business, and prefer to trust to finding chance employment. They catch

the spirit of the time, and seek to speculate in some way. They buy trashy jewels, or cheap goods, and peddle them out, counting upon the ready sympathy which their infirmity inspires to make their purchasers indulgent, and not disposed to look too sharply after the "change."

People should beware of this class of the blind. They are apt to parade and obtrude their infirmity; and to claim that, in virtue of it, they ought to be preferred over common beggars.

II.—Department for Adults.

Some of those of our graduates who, having finished their course of study and training, have failed to find employment at home, are received into our *Shop for Adult Blind Persons*, where they work by the piece, and are paid therefor in cash; but they must merit this privilege by good behavior. They manufacture various articles, such as mattresses, pillows, mats, chairs, brooms, and the like, and make over or repair broken or worn ones.

These persons have no connection with the main establishment and household. They live in lodgings of their own, or in ordinary boarding-houses in the neighborhood, and pay their way out of the wages earned in the workshop. It is not desirable to increase the number of blind persons so employed beyond those who, from peculiar circumstances, cannot get a living by working at their trades in their several neighborhoods. On the contrary, our theory requires that all who can get a living near their own homes, should try to do so; and none are encouraged

to settle down for life near the main establishment, except in pressing cases, because this would be against the principle that it is better to diffuse than to congregate blind persons. Should encouragement be given in the shape of high wages, or other desirable advantages, there might be a throng of adult blind persons about our establishment, and South Boston might become a paradise of defectives. This would be a wrong and an evil to both parties. By natural causes defectives appear sporadically diffused among the sound population. Thus diffused, they are naturally provided for. It is only through unwise social conditions, among which breeding "in and in" is one, that they come to abound in any one community. Such an abounding is undesirable and harmful to the community, and to the defectives themselves.

When they are gathered together from the various places of their birth, in view of the economy and other advantages of congregation, they should live as much apart from each other, and as equally distributed among sound and whole people, as is consistent with the object for which they are congregated; and they should be kept together no longer than is necessary.

This inference, which is naturally drawn *a priori* from the laws of sound social science, is confirmed by experience. Most of the great European establishments for the blind degenerate into social nuisances: the defective material is, as it were, massed so closely as to produce immoral fermentation, out of which spring petty social vices. Witness the low moral condition of the Quinze-Vingts

in Paris, and that of the vast lazar-house for the blind at Naples.

The evil effects of such untoward congregation of blind persons have begun to appear within or around our American institutions. About one of them there lately grew up a community of blind persons, who set up extraordinary and absurd claims for privileges. They interfered with the administration of the establishment. They claimed the right of perpetual asylum. They pretended that their infirmity conferred upon them special merits; and they claimed exemption from the ordinary requisitions. They maintained that they had a right to their share of the interest of the money given to the establishment. Their claims, instead of being resolutely ignored, were partially acknowledged. Admitted to certain privileges upon the ground of charity, they barnacled them upon the establishment. They created jealousies and heart-burning among the pupils, and offences against discipline. They caused so much trouble that a new and costly institution had to be erected. The true remedy would have been to complain of them as vagrants and paupers; and let them be sent to their respective homes.

If the suckers of the Bohan upas-tree were encouraged to grow up around the old trunk, they might produce a multitude of plants to poison the neighborhood.

For these reasons I have earnestly endeavored to redistribute our pupils after they finish their regular course of study and work; and have tried to

impress upon others the gravity of those social evils which call for such distribution.

By following an opposite course there would be gathered in our neighborhood several hundred, perhaps a thousand, blind dependents, instead of one, or at most twoscore. This would be sinful, because against nature. Among other evil effects, there would be an undue increase in the number of defective offspring.

Of course, there must, and will be a certain number of these defectives during our present unsatisfactory social condition; but it is a source of congratulation that only a few of the sprouts are as yet apparent.

Efforts are constantly made to aid and assist adult blind men and women, who have learned their trade, to settle in their own birthplaces; and to enable them to maintain their own family and social relations, by supplying them with tools and raw material, and even by selling their wares for them, without charge for rent, or for commission, when they cannot find a market near home.

A few, by force of circumstances, will remain in the city, and some of the deserving ones among them furnished with tools and stock, and paid for their work by the piece. They live apart, and come together to their work in our workshop as ordinary workmen do. Indeed, it is for some reasons desirable to retain a few of the most expert workmen, because they can do work for our customers as well as it can be done in kindred workshops in the city. They do the nicer kinds of upholstery,

the finishing, etc. They serve, too, as teachers and exemplars to the young pupils of the Institution, who are destined to earn their livelihood by handicraft work. An average number of about thirty experienced and skilful workmen are constantly on hand. This is as near an approach to an asylum as I have dared to recommend.

The workshop for adults is in a large, commodious, four-story building on the south side of Fourth Street, but within hail of the main building. It ought to have been further off; but as it is now well established, it should have a connection under the street with the boiler-house, and be heated by steam from the main furnace; and I trust this may soon be done.

To this workshop the blind men and women repair daily from their respective boarding-houses, are supplied with piece-work, and paid therefor in wages sufficient to enable the single ones to pay for their board and clothing, and the married to support a family.

Besides the two workshops there is a hired warehouse and shop, No. 20 Bromfield Street, at which all orders for goods, and all articles to be repaired or made over, such as mattresses, cushions, chairs, etc., are received, and to which all articles finished are sent for delivery. Here, too, there are always on hand and for sale, mattresses, brooms, door-mats, and other articles manufactured, and specimens of the various kinds of work which are done by the blind.

It has a large salesroom upon the lower floor, easily accessible from the street, with space enough

for the display of goods; and with a room for an office, and facilities for storage up stairs and down stairs. The rent of such premises is necessarily high, and seems to be growing unnecessarily higher. The Institution hires the whole building, and underlets several rooms: still its net rent amounts, with taxes, to $2,250.

I earnestly recommend that the Institution should purchase, and own, a warehouse. Besides other obvious advantages, there would be a gain of at least six hundred dollars by that exemption from taxation which is enjoyed by incorporated religious and charitable institutions, on property owned and used by them, in their legitimate business.

The Work Department of our Institution is commended especially to public patronage. Visitors to the Institution may see in the neighboring workshop more than a score of blind men and women, who come together daily, and work; who perform their labor industriously and happily; and who enjoy the satisfaction of earning their daily bread by a pleasant occupation. All feel independent as long as they are allowed the privilege of remaining, and of being supplied with work. Most of them support themselves completely, while some have laid up modest, but to them considerable, sums of money in the savings banks.

All the work in this department is done faithfully and thoroughly. The materials used are of the first quality; and are warranted to be what is ordered; while the prices are, to say the least, as low, and generally lower, than those charged in other work-

shops. Our upholstery-work especially may be relied upon; also the making over of old mattresses and the like. This is an important matter for the buyer, because he is usually at the mercy of the manufacturer. It is not easy to detect poor work; and it is almost impossible to detect poor materials, except by the wear. The hair of the manes and tails of living horses, or of those recently killed, is by far more valuable for use than any other hair; but the ordinary purchaser cannot tell it from the hair cut from dead horses; and he cannot tell if there is mixed up with it, the hair of cattle, or even a small percentage of pigs' hair. The real hair of the tails and manes of living horses, well curled and manufactured, is almost as durable as curled iron, and it is, of course, very dear; hence the temptation to adulterate it. The customer is at the mercy of the dealer. Some retail dealers think they are justified in resorting to adulteration, in order to pay their high rents, and the high wages which good mattress-makers can command. We have not this temptation to resist. We have not the rent of a factory to pay; and we purposely keep the wages of our workmen down to living prices, because we do not desire to attract a large number of them about us.

But we do desire work for all now upon our hands here, and to supply many with work who are living at home in the country towns. Therefore more orders are desired; and ladies, housekeepers, and others, who wish to have new articles, made of the best materials, or to have old ones made over, or furniture and chairs repaired, or any simple upholstery-work well done, are invited to call and examine the

shop, and the materials used; the mode of work, the scale of prices, and the like.

Besides the workmen and women employed here, others may be found scattered among the population of various cities and towns of the Commonwealth. After learning their trades, as many of the inmates of the Work Department are sent to their respective homes, as can be; because it is very desirable to have the largest possible number so disposed of. In many cases, the relatives and neighbors of these graduates, or the town authorities, help them. In some deserving cases the Institution loans a little capital to purchase tools or stock. All who can dispose of their wares at retail near home get a good profit, and can live thereby. In some cases they send their wares to our store, where they are sold for their benefit, without any charge for commission. A few fail to succeed from lack of energy; and in really deserving cases some of these are received back into our shop to work for wages. The others, after struggling awhile to get a living by easy means, such as peddling, selling books, and, finally, by begging, sink into the dependent class, and come upon the town for support.

Occasionally there are adult persons who become blind by accident or disease; and these, if they apply to us, being too old for the school, are allowed to attend the workshop daily, to learn a trade; but they are not retained long except in extraordinary cases.

Such is the disposition made of the blind persons who have been trained for a longer or for a shorter period in the Work Department. It is gratifying to state that the majority of our graduates from this de-

partment succeed pretty satisfactorily; and are comfortably and happily situated in various parts of the country. Some devote themselves entirely to the trade which they learned here; or to tuning pianos; and thereby earn a comfortable livelihood. Those who cannot work profitably at their trades contrive to pursue some irregular calling. Some live with their parents or relatives, and make themselves useful in divers ways. The young men care for cattle and pigs, milk the cows, tend the horses, saw and split wood; and do a hundred chores about the house and the farm, by the aid of their remaining senses, made so acute by practice. The young women sew, knit, make a variety of fancy articles, run a sewing-machine, and help in the house-work generally. The long and careful training which they have received in school gives them self-confidence and dexterity, and develops extraordinary capacity for adapting themselves to new conditions, and for contriving some way to make the senses of hearing and of feeling enable them to do work which, without such training, they would not dare to undertake; and which their friends would suppose could not be done by them.

During some years, when business was very good, and the workmen were numerous, this department was carried on not only without loss to the general treasury; but, on the contrary, with a small gain over and above the store-rent of $2,000, and all other expenses. But during the last year the balance was against the department, and amounted to $2,432.21, which has to be paid out of the general treasury. It should be considered, however, that $4,070.52 was paid in cash

to blind workmen and women for piece-work done by them and reckoned in the cost.

I have already observed that the effects of the operations of this and kindred institutions are beginning to be felt in the condition of the blind, as a class, throughout the country. There still exist prejudices and obstacles to be overcome; but, upon the whole, the blind, as a class, throughout the United States, and those of New England in particular, are in a very satisfactory condition, and living useful and happy lives. Looking back near a half century ago, we find that there were so few who had any special instruction or any honest calling, and so many who were idle, intemperate, and prone to begging, and picking and stealing, that the change and improvement are very great and satisfactory. Comparing them with those of other countries, the contrast is equally striking and pleasant. Here the great majority are disposed to be industrious; and many find opportunities for employment; while but few are in the almshouses, and none go about begging openly. They are regarded by the people generally with respectful kindness. On the other hand, in most European countries the instructed blind are not numerous enough to make a class; very few are trained to practise any trade or regular work: some seek favor and aid by parading their infirmity; many follow begging as a business, and possess posts at the street-corners, and at the gates of the cathedrals, claiming exclusive right to stand there and clamor for charity; while pious people regard them with pity, give them alms openly, and admit their right to beg

publicly long after the laws have forbidden vagrancy and begging to ordinary persons.

A change for the better is going on there, and is the indirect result of increasing popular knowledge; and of the provision of schools and asylums for the blind; while here the improvement was commenced earlier, and more encouraged by wise provisions on the part of the state governments, and of the municipal authorities. Moreover, the people generally feel the importance of doing something wiser and better for the blind than doling out alms to them.

There is good reason to hope and expect that, with increased popular knowledge of the laws of physiology and of human life, the number of blind born to each generation will grow less, and that with better knowledge of social science on the part of the people, they will be less segregated from the common ranks; that they will be furnished with more and varied employment, will be withdrawn from the beggar's post, and be diffused so widely that they will cease to be observed as a class which requires special treatment. The intelligent blind men know this, and rejoice in the prospect of its coming about soon; and it behooves all their friends to hasten on the time of its accomplishment.

Special Cases.

It would be easy to excite marvel and admiration by relating the extraordinary feats which some blind persons can perform; but, extraordinary as they are, they would seem only commonplace, compared with the accounts which are paraded in our periodicals,

about blind men doing deeds which, if true, would be miraculous; such as distinguishing color by the touch, counting the notes in a musquito's hum, or the vibrations in a fly's wing. But I will give from my own knowledge an account of some totally blind persons who are distinguished by peculiarities of character of divers kinds. Their story will interest those who desire to know how the blind are distinguished from other persons in their character, attainments, mode of life, etc. Some work at mechanic arts; or upon a farm; or keep a school; or are employed in domestic service; or in trade, as dealing in pianos, for example. They select and purchase new pianos at the warehouses for their customers, obtaining them at wholesale prices, and selling them at retail, on which there is a much greater profit than common customers suspect.

I will describe a few cases in which blind children, starting in life under unfavorable auspices, have succeeded, and are now doing well.

In the year 1832, while inquiring for blind children suitable for instruction in our projected school, I heard of a family in Andover in which there were several such, and immediately drove out thither with my friend and co-worker, Dr. John D. Fisher. As we approached the toll-house, and halted to pay the toll, I saw by the roadside two pretty little girls, one about six, the other about eight years old, tidily dressed, and standing hand in hand hard by the toll-house. They had come from their home, near by, doubtless to listen, as was their wont, to gossip between the toll-gatherer and the passers-by. On look-

ing more closely, I saw that they were both totally blind. It was a touching and interesting scene—that of two pretty, graceful, attractive little girls, standing hand in hand, and, though evidently blind, with uplifted faces and listening ears, as if brought providentially to meet messengers sent of God, to deliver them out of darkness. If there were depth of soil enough in my mind to nourish superstition, the idea of a providential arrangement of this meeting would have taken deep root. It would, indeed, be hard to find, among a thousand children, two better adapted, irrespective of their blindness, for the purpose of commencing our experiment. They were shy of us at first; but we gained their confidence with some difficulty; after which they led the way to their home in a neighboring farm-house. They were two of a numerous family, the parents of which were substantial, respectable people, and particularly good samples of the farming class of New England. The mother was especially intelligent, and devoted to her children; and much concerned about the barrier which blindness placed in the way of educating the five who were blind. She was much interested in the novel plan for educating the blind, which we explained to her. She had never thought of instructing children through any sense but that of sight; but she soon saw the practicability of the thing, and, being satisfied about our honesty, she consented with joy and hope to our proposition of beginning with her two girls, Abby and Sophia Carter. In a few days they were brought to Boston, and received into my

father's house, as the first pupils of the first American School for the Blind.

The children were naturally so bright, and docile, and apt at learning, that they easily comprehended our purpose in making them feel of strange signs or types, representing the letters of the alphabet, and tried eagerly to learn. These metal types each bore, upon one end, the raised outlines of a letter, or of an arithmetical or geometrical figure. The children soon learned that, by being placed in certain relative positions, these types represented an apple, or a chair, or some other substantive thing. They soon comprehended that these signs were twenty-six in number. They learned to set them upright in a metal frame perforated with square holes, so that the sign upon the end protrudes above the surface of the frame, and can be felt above it by the finger.

They then learned that there were ten other types, with differently shaped tangible lines upon them, and that they represented the ten arithmetical digits, or figures, one, two, three, etc. Also, four others, representing the stops, and others for marks of interrogation and exclamation; so that, by forty-six different types, placed in horizontal lines upon the plate, and in various juxtapositions, they could spell out the names of things, ask questions, and express their thoughts concerning the qualities and quantities of all things, for they had learned their native language as other children do, by the ear.

They soon understood that sheets of stiff pasteboard, marked by certain crooked lines, represented the boundaries of countries; rough raised dots repre-

sented mountains; pins' heads, sticking out here and there, showed the location of towns; or, on a smaller scale, the boundaries of their own town, the location of the meeting-house, of their own and of the neighboring houses, and the like; and they were delighted and eager to go on with tireless curiosity. And they did go on until they matured in years, and became themselves teachers, first in our school, afterwards in a private school opened by themselves in their own town. They have continued, up to this day, maintaining excellent characters, supporting themselves comfortably, and helping support their parents as they declined in strength.

THOMAS OAKES, now deceased, was a young man, totally blind, who became a good joiner. The variety and excellence of the work he could do were astonishing; but I cannot convey a better idea of his capacity and performances than by stating that he prepared the materials, did the joinery of the case, and put in the action of a pianoforte, and finished every part of what was considered a tolerably good instrument. It was long owned and used in the Institution; and when much worn was preserved for some time as a proof of the ingenuity and good workmanship of a blind man.

GEORGE E ****, who entered our school when a mere boy, became a good scholar and very expert in the use of joiner's tools; and was employed by us a long time in repairing furniture, and in making wooden ciphering-boards for the blind.

After he graduated, he selected and took for wife a particularly graceful and bright maiden, of whose

personal charms he seemed fully conscious; and, naturally enough, was affected by the sweetness of her voice, and the gentle softness of her manner. He contrived to become owner of a small farm, which he managed skilfully and profitably with his own hands. He kept a horse, some cows, swine, and the like; but he was particularly skilful in the management of poultry, raising choice chickens, and producing fine eggs, with large yolks, and with but little albumen. His acquaintance with the individual character and daily deportment of his cockerels, and his hens, was marvellous. He held the hens to strict account for the number and size of their eggs, excusing them from the daily deposit of a fresh one, only a sufficient number of days for regular laying. He allowed them to brood their young only a sufficient number of weeks; and then he thwarted the maternal affection, and required them to go to laying eggs, on pain of deprivation of bone-dust, gravel and grain.

George did jobs of carpentry and joinery for his neighbors; and did them well. He was methodical in all things; and particularly economical in regard to the use of time. Though every day was a "king in disguise," George always saw through the disguise, and made the king promote his business.

I was driving by his house late one dark night, and was attracted by the sound of a hammer up in the air, as it seemed; and I stopped my horse in the road opposite, or rather under where the hammering seemed to be, and listened. Bang! bang! bang! went the hammer, like a woodpecker's

beak tapping a hollow beech tree. "Who 's up there?" cried I, in my natural voice. "It 's me, Doctor," came the answer in the familiar notes of George E. "Why, what in wonder's name, George, are you doing up there in the air, and at this time of a pitch-dark night?" "Oh!" said he, cheerily, "I am shingling part of the roof of my barn, and have no time to do it in the day-time. But what are you driving at, Doctor, out in the country?" said George; "however, in any case, come into my house and take a bite of something hot—wife has not gone to bed yet, I guess."

Leaving my former pupil and friend (George E.) carpenter, farmer, trader, and jack-of-all-trades, I will proceed to show by example how usefully and happily blind women may be employed. I know one, educated in our Girl's School, who was distinguished by her good temper, general cleverness, and remarkable faculty for turning her hand to anything.

E. H., a comely, buxom maiden, formerly a pupil of mine, will excuse me for telling how she did, by her sweet voice, and soft smile, and winning ways, inveigle a respectable young mechanic, upon whom she had never laid eyes, into marriage. After which, with blind confidence in her own ability, she proceeded to take charge of a household, and to do all the duties of wife, mother, and housekeeper, without aid from any domestic.

She arose every morning at an hour when ordinary people need gas-light, lamps or candles, and all in the darkness proceeded to make a fire in her

cooking-stove, and to sweep the room. She then set to work, getting breakfast. She mixed the materials for the indispensable buckwheat cakes. She laid out upon the pine table a nice white cloth, and put on the cups, and saucers, and table-spoons, and salts, and by each plate placed knife, fork, spoon and napkin; she got out the pats of fresh butter, the cream and sugar. Then she proceeded to broil, boil, fry or bake whatever articles were to be eaten at the meal. All was made ready at the usual hour; and Elizabeth, arranging her hair, and smoothing down her white apron, without running to the looking-glass, greeted her husband, who came in hurrying from his work, and sat down to eat a breakfast smoking hot, with as good an appetite as that of his smiling and attentive wife, who had prepared it, and was ready to join and help him to dispose of it.

She was an excellent housekeeper, expert in the art of cookery, orderly, tidy, frugal, and very industrious; and made an exemplary wife, mother and companion. She was indeed a person of extraordinary capacity and cleverness; and therefore I never wondered at her ability to keep house. Indeed, our wonder at the ease and excellence with which a blind person may come to do these things, will diminish if we consider how much we ourselves can do in the dark, especially if we are young, strong, and pushed by hard necessity. Most people can get out of bed in their own house at midnight; and, if unable to strike a light, can proceed to dress themselves, to grope about in the pitchy darkness, to get a tumbler from the closet, to pump

water from the kitchen pump, or even draw it fresh and sparkling with the "iron-bound bucket, the moss-covered bucket, that hangs in the well." They can cut a slice of bread and cheese; and either prepare and eat a breakfast, or brush their coat, hat and boots, put on outer clothing suitable to the weather, and go forth to find that light is faintly breaking through the clouds on the eastern horizon. Such circumstances make them realize, in some degree, the comfort and advantages of light, and hope for the coming day. But they would not feel utterly wretched and hopeless if they found that darkness was to prevail for a week or a month; but they would join their families and friends and go about some business, or do the things upon their premises which were most needful, such as feeding the cattle and fowls, getting in firewood, and groping their way to the baker's and butcher's, which way would soon become as familiar as that from one room to another in the house. So the long night before blind persons does not necessarily seem to them cheerless and objectless. The thought of it is not necessarily sad; but, on the contrary, they find a thousand things to interest them, and discover that the pleasure of intercourse with wife and children, with relatives, friends and neighbors, does not depend upon seeing their faces and persons, but upon being near them, and conversing with them. Thus a man becoming blind is soon convinced that the exercise of his affections, and of his moral nature, gives him the same pleasure as when he saw; and ere long, leaving off repining, he

comes to take as much interest in all those relations as he did before it was dark.

Children totally blind, and totally deaf, and for a time deprived of the sense of smell, are very rare: but such exist; and two of them,

LAURA BRIDGMAN AND OLIVER CASWELL,

deserve especial notice.

These two persons, although totally blind and deaf, and therefore speechless, succeeded in learning to work so well as to earn a livelihood. I intend to write out a full account of the method which I devised to instruct them, and therefore shall say no more here than will serve to illustrate the matter in hand; to wit, the capacity of blind persons to work and thereby to support themselves. And these will serve the purpose well, because, if they who, besides lacking sight, lacked also another important sense, can do it, a portion of those who still have, in addition, the sense of hearing, can do it.

Only three or four cases of this kind are mentioned in history, and those but vaguely, and without any distinct fact, save that of the combined blindness and mutism.

The question has been discussed by writers on the philosophy of education, whether beings in human form, but so closely shorn of those senses requisite for communing with the outer world, could be taught any systematic language for such communion. The renowned Abbé Sicard, of France, naturally proud of his success, and of his eminent authority in matters connected with the education of deaf-mutes, formed

the opinion, in his learned speculations, that they might be, and he made some rough observations about his mode of procedure, should such a case ever come to his knowledge. But none ever came to his knowledge, or to that of any other regular teacher, in any language with which I am acquainted. It was, therefore, considered as an open question whether such a person, if found, could be taught any system of signs which would serve for a language; but Sicard did not venture, I think, to suggest any way by which it could be done. I often, while reading or thinking of the matter, had asked myself the same question, soon after becoming familiar with the usual methods of teaching the blind and the deaf-mutes, and I resolved to make the attempt to teach the first one I should hear of. When, therefore, I read in a country paper an account, written by Dr. Muzzey, of a girl in New Hampshire said to be devoid of sight, hearing and smell, I started forthwith to ascertain the facts of the case.

I found in a little village in the mountains, a pretty and lively girl, about six years old, who was totally blind and deaf, and who had only a very indistinct sense of smell; so indistinct that, unlike other young deaf-mutes, who are continually smelling at things, she did not smell even at her food. This sense afterwards developed itself a little, but was never much used or relied upon by her. She lost her senses by scarlet fever so early that she has no recollection of any exercise of them. Her father was a substantial farmer; and his wife a very intelligent woman. My proposal to try to give regular instruction to the

child seemed to be a very wild one. But the mother, a woman of considerable natural ability, animated by warm love for her daughter, eagerly assented to my proposal, and in a few days little Laura was brought to my house in Boston, and placed under regular instruction by lessons improvised for the occasion.

I shall not here anticipate what I intend to write about her, further than to say that I required her by signs, which she soon came to understand, to devote several hours a day to learning to use her hands, and to acquiring command of her muscles and limbs. But my principal aim and hope was to enable her to recognize the twenty-six signs which represent the letters of the alphabet. She submitted to the process patiently, though without understanding its purpose.

I will here give a rough sketch of the means which I contrived for her mental development. I first selected short monosyllables, so that the sign which she was to learn might be as simple as possible. I placed before her, on the table, a pen and a pin, and then, making her take notice of the fingers of one of my hands, I placed them in the three positions used as signs of the manual alphabet of deaf-mutes, for the letters *p e n*, and made her feel of them, over and over again, many times, so that they might be associated together in her mind. I did the same with the pin, and repeated it scores of times. She at last perceived that the signs were complex, and that the middle sign of the one, that is, the *e*, differed from the middle sign of the other, that is, *i*. This was the first step gained. This process was repeated over and over, hundreds of times, until, finally, the asso-

ciation was established in her mind between the sign composed of three signs, and expressed by three positions of my fingers, and the article itself, so that when I held up the pen to her she would herself make the complex sign; and when I made the complex sign on my fingers, she would triumphantly pick up the pen, and hold it up before me, as much as to say, "This is what you want."

Then the same process was gone over with the pin, until the association in her mind was intimate and complete between the two articles, and the complex positions of the fingers. She had thus learned two arbitrary signs, or the names of the two different things. She seemed conscious of having understood and done what I wanted, for she smiled, while I exclaimed, inwardly and triumphantly, "εὑρῆκα! εὑρῆκα!" I now felt that the first step had been taken successfully, and that this was the only really difficult one, because by continuing the same process by which she had become enabled to distinguish two articles, by two arbitrary signs, she could go on and learn to express in signs two thousand, and, finally, the forty and odd thousand signs, or words in the English language.

Having learned that the sign for these two articles, *pin* and *pen*, was composed of three signs, she would perceive that in order to learn the names for other things, she had got to learn other signs. I went on with monosyllables, as being the simplest, and she learned gradually one sign of a letter from another, until she knew all the arbitrary, tangible twenty-six letters of the alphabet, and how to arrange them to express various objects: knife,

fork, spoon, thread, and the like. Afterwards she learned the names of the ten numerals or digits; of the punctuation and exclamation and interrogation points, some forty-six in all. With these she could express the name of everything, of every thought, of every feeling, and all the numberless shades thereof. She had thus got the "*open sesame*" to the whole treasury of the English language. She seemed aware of the importance of the process; and worked at it eagerly and incessantly, taking up various articles, and inquiring by gestures and looks what signs upon her fingers were to be put together in order to express their names. At times she was too radiant with delight to be able to conceal her emotions.

It sometimes occurred to me that she was like a person alone and helpless in a deep, dark, still pit, and that I was letting down a cord and dangling it about, in hopes she might find it; and that finally she would seize it by chance and, clinging to it, be drawn up by it into the light of day, and into human society. And it did so happen; and thus she, instinctively and unconsciously, aided in her happy deliverance. After she had mastered the system of arbitrary signs, made by the various positions of the fingers used by deaf-mutes and called dactylology, the next process was to teach her to recognize the same signs in types, with the outlines of the letters embossed upon their ends. Thus with types, two embossed with *p*, two with *n*, one with *e*, and another with *i*, she could, by setting them side by side in the quadrilateral holes in the blind man's slate, make the sign of *pen* or *pin*, as she wished; and so with other signs.

The next process was to teach her that when a certain kind of paper was pressed firmly upon the ends of these types, held close together and side by side, there would be a tangible sign on the reverse of the paper, as *pin* or *pen*, according to the position of the three types; that she could feel of this paper, distinguish the letters, and so read; and that these signs could be varied and multiplied, and put together in order, and so make a book.

Then she was provided with types having the outlines of the letters made with projecting pin-points, which, when pressed upon stiffened paper, pierced through, and left a dotted outline of each letter upon the reverse side. This, she soon ascertained, could serve for writing down whatever she desired, and be read by herself; and also could be addressed to friends, and sent to them by mail.

She was also taught to write letters and words with a lead-pencil, by the aid of the French writing-board, which is the most simple, most effective, and cheapest method ever yet invented. This apparatus is made out of a piece of stiff pasteboard, of the size of a common sheet of letter-paper, and has grooved lines or channels, about the eighth of an inch deep, running, an inch apart, transversely across the pasteboard plate. This pasteboard is inserted between the two pages of a common sheet of letter-paper, and the first leaf is pressed with the forefinger into the grooves. This leaves depressions or channels, the upper and lower edge of which can be felt by the pencil-point, and this, a little pressed, leaves it marked with an *o*, or an *l*, or a *t*. The sides of the grooves also give to the

paper which is pressed between them rounded edges, so that the pencil can slide upwards and downwards over and under them, and also be guided from left to right.*

It would occupy more space than can be spared here to explain how, after she had learned the names of substantive nouns, or names of things in the concrete, she came to understand words expressive of the various material, or moral qualities thereof. The process was slow and difficult, but I was so aided by her native shrewdness and her love for learning new things, that success followed. For instance, she knew that some girls and women of her acquaintance were very sweet and amiable in their tempers, because they treated her so kindly, and caressed her so constantly. She knew, also, that others were quite different in their deportment; that they avoided or repelled her, and were abrupt in their motions and gestures while in contact with her; and might be called, therefore, sour in their tempers. By a little skill she was made to associate in her mind, the first person with a sweet apple, the other with a sour apple, and so there was a sign for a moral quality. This is a rough illustration; but it is hard to explain the process by which any children come to understand the names of things in the abstract, or moral qualities. Success came of faith, and patience, and reliance upon her having the native desire and capacity for acquiring a com-

* I commend this simple apparatus, not only to blind persons, but to those who are incapacitated from using their sight in writing. With a very little practice one can write with it easily and legibly. It is so small and light that it can be carried in a portfolio. It may be had at our store, 20 Bromfield Street, at cost price—from fifteen to twenty-five cents, according to quality.

plete arbitrary language, which desire had now become quickened to a passion for learning new signs. Moreover, I was greatly aided from the start by young lady teachers, who became in love with the work, and devoted themselves to it with saintly patience and perseverance. Then great assistance was given by the blind pupils, many of whom learned the manual alphabet and took every opportunity of using it and conversing with Laura. Thus early in the process the material and moral advantages of language began to show themselves. Without it the girls could only manifest their interest in Laura, and their affection for her, as one does with a baby, by caresses, sugar-plums and other gifts, and by leading her up and down, and helping her in various ways. With it they began human intercourse through regular language.

And so she went on, diligently and happily, for a score or more of years, until at last she acquired a large vocabulary of words, and could converse readily and rapidly with all deaf-mutes, and all persons who could use these signs. She could read printed books readily and easily; finding out for herself, for intance, any chapter and verse of Scripture. She could also read letters from her friends in pricked type, or by the Braille system of points. She could also write down her own thoughts and experiences in a diary; and could keep up a correspondence with her family and friends by sending to them letters in pencil, and receiving their answers either in pricked letters, which she could read by the touch, or letters

written with ink or pencil, which could be read to her by some confidential seeing person.

Thus was she happily brought at last into easy and free relations with her fellow creatures; and made one of the human family.

I take this opportunity, to say that Laura is now about forty-four years old. Her father has recently died; and the little property which he thoughtfully left for his widow, and this, the most dearly beloved of his children, has been very selfishly, ungenerously, and, as I think, unlawfully misappropriated by some relatives; so that Laura and her aged mother must bear such unkind treatment in the old homestead, that they continue to live in it only through the lack of means of living elsewhere.

Laura has for many years contrived to earn a little money by making bead-baskets and other trinkets; and she has the interest of two thousand dollars bequeathed to her by her excellent friends, Mrs. Abby, and her daughter, Abby M. Loring. She has also a home during the cold season at the Institution; but still she barely receives enough for necessary articles of dress, whereas she has a feminine delight in personal ornamentation: she loves to have showy and fashionable dresses, bonnets, and the like, and trinkets for her dressing-table; and it would give me great pleasure to gratify her innocent taste to a reasonable, and even to a little unreasonable, degree.

Any persons disposed to make any addition to the Loring Fund, can do so by remitting to me, or to the Treasurer of the Institution, with explanations of their wishes.

During many years Laura passed most of her time in exercises such as those above described; new ones being devised as she proceeded. She spent as many hours daily in her studies and mental work as was consistent with her health; but all the rest of the time was given to gymnastics, or learning to handle domestic implements, as the broom, the dish-cloth and the needle; to sew, to knit, to braid, to occupy herself in simple house-work, sweeping floors, dusting furniture, making beds; finally, to more difficult kinds of work, as crochet-work, and the like.

In all these things she succeeded so well, that she is now capable of earning a livelihood as assistant to any kind and intelligent housekeeper who would accommodate her work to Laura's ways.

The method of instruction was, of course, novel, and the process long and tedious, extending over several years, until she came to be able to read and understand books in raised letters; to mark down variously shaped signs upon a grooved paper, and so write letters legible by the eye; to attain a pretty wide command of the words of the English language, to spell them out rapidly and correctly, and so express her thoughts in visible signs, and in good English. To make all this fully understood by specimens of her style as she used the language of childhood, will require a good-sized volume; and I confine myself now merely to saying that in the course of twenty years she was enabled to do it all. She has attained such facility for talking in the manual alphabet, that I regret that I did not try also to teach her to speak by the vocal organs, or regular speech. The few words which she

has learned to pronounce audibly prove that she could have learned more.

I propose to give later a minute account of the instruction of this dear child, and the condition into which it has brought her: but I must limit myself here to an expression of the thought and principle which gave me courage to begin, and perseverance to finish the work.

Some Thoughts on Language.

I hold that all human beings have the innate disposition, capacity, and desire, to attach a sign to everything cognizable by their senses; to every thought which occurs to their minds; to every emotion which moves their spirit: and this sign must be by some outward form of expression cognizable by other persons.

Tribes, while emerging from a condition like that of the brutes, use perhaps only audible cries, and visible signs; but all people, as they rise out of savagedom, and pass through barbarism, follow the instinct or disposition, to express themselves by audible sounds, and begin to use arbitrary and more or less perfectly organized language, in some of its thousand forms. All come to speak, as a matter of course; and the acquisition of speech is the crowning acquisition in human development. Vocal speech, be it remarked, is not the result of any conscious purpose and effort. Men, moved by the disposition and desire to have a system for mutual expression of desire and thought, do not select audible speech as one of many conceivable modes of carrying out

this intercourse of minds; but all adopt speech because it is the one contemplated by nature, and for which they have organs specially fitted.

I knew that Laura must have this innate desire and disposition; and that, although by reason of lack of sight and hearing, she could not follow it in the usual way, and imitate the sounds made by others, and so speak, she would readily adopt any substitute which should be made comprehensible to her in her dark and still abode.

In this faith I acted; and by holding to it firmly, succeeded.

Without the belief, and indeed the certainty, that the mind of Laura was endowed with some attributes which the most highly gifted brutes utterly lack, I should not have attempted to bring her out of her mental darkness into light, any more than I should have attempted to bring out the mind of my dog Bruno, which seemed to know as much as Laura then did; and which I loved and prized, almost as much as if he had been human.

Oliver Caswell.

The next case of this kind which I heard of, was that of a boy named Oliver Caswell. This was after my success in developing the latent talent of Laura Bridgman.

I immediately sought him out, and found him to be a comely youth, of about eight years old, in good health, but totally blind and deaf from tender infancy, and uninstructed by any special process.

I procured his admission into our Institution; and,

by the aid of the zealous and intelligent young ladies who had been engaged in training Laura, proceeded, by the same methods and contrivances as had been devised for her instruction, to develop his means of communication with others. After long, oft-repeated, and patient efforts, he got hold of the thread by which he was led out of his dark and isolated labyrinth into light. He learned to express his thoughts by the manual alphabet; to recognize the signs of letters made by the fingers of another person; to write legible letters to his family; to read his Bible and other books; and also to work dexterously at simple trades, such as making brooms and door-mats, bottoming chairs, and the like.

Laura herself took great interest and pleasure in assisting those who undertook the tedious task of instructing him. She loved to take his brawny hand with her slender fingers, and show him how to shape the mysterious signs which were to become to him keys of knowledge and methods of expressing his wants, his feelings, and his thoughts; so that he might have free and full communion with father, mother, brother, sister, and friends of all degrees. Patiently, trustingly, without knowing why or wherefore, he willingly submitted to the strange process. Curiosity, sometimes amounting to wonder, was depicted on his countenance, over which smiles would spread ever and anon; and he would laugh heartily as he comprehended some new fact, or got hold of a new idea.

No scene in a long life has left more vivid and pleasant impressions upon my mind than did that of

these two young children of nature, helping each other to work their way through the thick wall which cut them off from intelligible and sympathetic relations with all of their fellow-creatures. They must have felt as if immured in a dark and silent cell, through chinks in the wall of which they got a few vague and incomprehensible signs of the existence of persons like themselves in form and nature. Would that the picture could be drawn vividly enough to impress the minds of others as strongly and pleasantly as it did my own! I seem now to see the two, sitting side by side, at a school desk, with a piece of paste-board, embossed with tangible signs representing letters, before them and under their hands. I see Laura grasping one of Oliver's stout hands with her long graceful fingers, and guiding his fore-finger along the outline; while, with her other hand, she feels the changes in the features of his face, to find whether, by any motion of the lips or expanding smile, he shows any sign of understanding the lesson; while her own handsome and expressive face is turned eagerly toward his; every feature of her countenance absolutely radiant with intense emotions, among which curiosity and hope shine most brightly. Oliver, with his head thrown a little back, shows curiosity amounting to wonder; and his parted lips and relaxing facial muscles express keen pleasure, until they beam with that fun and drollery which always characterize him.

Laura shows seriousness amounting to anxiety; and expressions of hope, mingled with those of doubt

and fear, depict, as in a clever pantomime, the ever-changing emotions of her awakened mind.

Oliver is eagerly attentive,—wondering, and yet smiling, as if resolved that, come what may of the strange proceeding, he will get some fun out of it.

Three years wrought a strange change and wonderful improvement. They would stand face to face, as if expecting some burst of light to dispel the utter darkness, and enable them to see each other's countenance. They seemed listening attentively for some strange sound to break and dispel the perpetual and deathlike silence in which they had ever lived, and permit them to hear each other's voice. The expression of Laura's countenance was much more vivid than that of Oliver's ; indeed, it was sometimes painful, rather than pleasant, owing to the anxiety expressed by her singularly marked and symmetrical features, which was sometimes so intense as to beget the thought that she might be a wild young witch, or be going mad.

Oliver, on the other hand, was ever placid, smiling, and frequently overflowing with jollity and fun.

How changed the scene of their intercourse after four or five years' use of tangible speech had given them a great range of language, and enabled them to interchange thought and emotions easily and rapidly ! Laura, quick as lightning in her perceptions of meaning and in her apt replies, would still almost quiver in her eagerness for greater speed in the flow of her companion's signs. Oliver, patient, passive, reflective, and even smiling, was closely attentive. As the interest increased, Laura would gesticulate with arms

and hands, as well as fingers, and dance up and down upon the floor excitedly; while Oliver's face, as he grew a little moved, would become flushed, and the perpetual smile on his lips would spread into a broad laugh, which made his pallid face the very image of fun and frolic. No scene on the boards of a pantomimic theatre could exceed this real, living, but silent, intercourse between two sorely bereaved but happy youth, who never thought of the impression which they made upon beholders.

Oliver's case was in some respects more interesting than Laura's, because, although far inferior in mental capacities, and slower in perceptions, he had an uncommonly sweet temper, an affectionate disposition, and a love of sympathy and of fun, the gratification of which made him happy at heart, and clad his handsome, honest face, in perpetual smiles. But Laura, although comely and refined, in form and attitude, graceful in motion, and positively handsome in features, and although eager for social intercourse, and communion of thought and sentiment with her fellows, had not that truly sympathetic nature which distinguished Oliver. He might, and possibly did, unconsciously love her, a little; but she never loved him, nor (as I believe) any man; and never seemed to pine for that closer relation and sympathy with one of the other sex, which ripens so naturally into real and sympathetic love between normal youth, placed in normal circumstances.

Oliver, too, will have full mention in another place; he points my moral and adorns my tale here, by giving living proof that a blind and deaf-mute man

may pass his life usefully and happily; and may make himself independent by the trained work of his own hands, and lay up a surplus in the bank for his old age.

Passengers in the only ferry-boat between the city of Newport, R. I., and the island of Canonicut, may learn, by inquiring of Mr. Caswell, the ferryman, where to find his son Oliver, who will greet them with sunny smiles, and the hearty grasp of a welcoming hand. If the passenger have perchance learned the manual alphabet of the deaf-mutes, Oliver will be ready to converse with him, and to give and receive news; for he dearly loves to gossip.

It may not be out of place here to notice the

ABANDONMENT OF THE CONGREGATE SYSTEM, AND ADOPTION OF THE SEPARATE OR FAMILY SYSTEM,

which took place four years ago, and its effects.

I have for many years, as an individual and as Director, protested against the evil of the congregate system; and the Trustees consented to abandon it partially, and to substitute the cottage or family system, by breaking up all the domestic arrangements in the central establishment, and dividing the pupils into eight families.

But, on the whole, it was deemed best to begin with dividing the girls into four families, and placing them in four cottages built for the purpose; and to bring about something approaching the cottage or family system for the boys by means of divisions in the main house, where there is so much room, and so favorably divided into flats.

The past year's experience, confirming that of the

preceding three years, is also valuable, as an example of what is to be followed, and caution against what experience shows to be undesirable. Upon the whole, it is satisfactory; for it confirms the hopes and expectations formed during the first year; it shows clearly the advantages of the system itself, and also the defects of our special means for administering it. But the means were insufficient for carrying out the plan to its full extent.

Like almost all public institutions, we were obliged to curtail the expenses for erecting new buildings; and to confine ourselves to what seemed absolutely necessary, for the time, in our old ground and structure. Twice the extent of ground, and twice the number of new buildings, would have given us better opportunity for a fair trial; but it was necessary to confine ourselves to what was indispensable in land and structure. We were obliged to confine the experiment to the pupils of one sex,—the girls; subdividing the boys into families as well as could be done in the vast original structure so long used for the whole. Four neat cottages were provided for the residence of the girls. Each cottage has a neat parlor, with comfortable furniture and a nice pianoforte; a kitchen, a dining-room, and on the second floor single-bedded chambers, bath-room, closet, etc. These were built as separate houses, but in two blocks; whereas it would have been better to have each house on its own lot, surrounded by a garden, small, indeed, for garden purposes, but large enough for full circulation of air around each house, and for keeping the inmates out of ear-shot of each other.

To prevent the necessity of the girls going to the main house for instruction, a separate building was erected, in the same inclosure with the cottages, for a school-house. It is a simple, but very handsome structure, built by day's work. It is divided up in such a manner as to give a large central school-room, divisible into three parts by folding doors,—rooms for study, for the practice of the piano; and on the ground floor, a spacious, well-aired room, the whole size of the basement, which serves for work-room, gymnasium and general romping-room, when the weather prevents pupils from spending recesses in their play-ground.

We may yet, when better provided with means, go to the root of the evil in this matter of undue congregation, and provide for boarding most of our boys in cottages owned by the Institution and managed as are the cottages for girls; or, better still, by placing them in neighboring families, as private boarders, and having them attend the public schools; and retaining within the main building such as most need special instruction and training in our school.

This is one of the chief ends towards which we should all aim. We should reduce the number of those who are residing in the central house to its minimum, and increase that of those who board in ordinary families to its maximum.

The advantages which we expected to realize from the cottage system, were mainly three:

First. Entire separation of the sexes during the whole period of their connection with the Institution.

Second. A nearer approach to the ordinary fam-

ily system and mode of domestic life, and more facilities for teaching the pupils a variety of household work, by actual trial and practice, than would be possible in a great building filled with boys and girls.

Third. By presenting greater facilities for the pupils forming and keeping up social relations with the families of the neighborhood; and lessening the opportunities and temptations to exclusive relations of friendship among themselves.

In all these respects we have had satisfactory success.

First. The separation of the sexes is so important a matter in the education of the blind that it deserves constant consideration, and I shall dwell upon it at some length. The same considerations and the same line of reasoning are to be applied to the education of all the defective classes.

Co-education of the sexes, in all the ordinary social relations of family and of social life, is pointed out by nature as the true system. For children it is indispensable; and for youth highly desirable. The natural instincts of modesty, when properly cultivated, are strong enough to guard against general abuse. The advantages of co-instruction of boys and girls in common schools, upon the whole, outweigh the disadvantages. But when it comes to co-instruction of youth of both sexes in seminaries and colleges, and their boarding together, we have to consider and beware of the liabilities, and the tendency, even, to disturb the natural harmonious development of character.

There has been an immense amount of prejudice and prudery in past times, which has led to the creation of isolated establishments for the separate education, and for the religious training of the two sexes. These have proved unfavorable, and sometimes demoralizing and pernicious in their consequences.

The earth still groans under the social and moral evils growing out of this superstitious fanaticism. A vast number of persons of each sex were abstracted from the industrial classes, and doomed to pass their lives in celibacy, in isolation from society, and from care about its interests. For the most part they followed no profitable industry, but lived by "wringing from the hard hands of the peasantry their vile trash" by indirection. Without, they were lords and masters of the best lands, which they made the laity cultivate, but took the lion's share of the crops themselves. Within, they lived lazily and luxuriously, eating the bread of idleness, dozing away the time, indulging in licentiousness, out of which grew monstrous and sinful practices.

The natural reaction from this extreme is the present movement in favor of co-education of the sexes in seminaries and colleges, which, like the reactionary swing of the pendulum, may go too far.

This system implies several undesirable features. First, the segregation of young men and women from the rest of ordinary society; and, second, a community made up almost entirely of adolescents, which is an unnatural community; third, a certain

freedom from family and social supervision; fourth, an undue "propinquity in time and space," at a period of life when sexual attractions are apt enough of themselves to excite the lower cerebral functions to undue activity, even when held under the restraint of ordinary social arrangements. But, however we may reason about the co-education of ordinary young men and women in colleges and seminaries, and whatever may be the result of the experiment which is now on trial, the experience of forty years convinces me that co-education of the sexes among the abnormal and defective classes, such as the blind and the mutes, is undesirable, unfavorable, and sometimes leads to lamentable consequences. To show this, one must go back to primary physiological principles.

The chief ends of marriage are, first, the promotion of the well-being and happiness of the pair; second, the creation of a family, and the perpetuation of the race.

It should be contracted with due regard to personal inclinations and sympathies, but also in obedience to known natural laws which affect the offspring. This is a duty to the offspring, and to the society of which they are to be members.

It is a well ascertained law of nature that the intermarriage of persons congenitally abnormal and defective, either in body or mind, and whether related by blood or not, is forbidden. It seems fair to infer this, because such intermarriages are almost always followed by an undue proportion of defective children; and there is no other circum-

stance, except the ill-assorted marriage, general enough to account for the fact.

It seems reasonable to infer from certain ascertained facts, and in the absence of accurate and extensive statistics, that this intermarriage is the leading cause of perpetuation of peculiarities of body and of character, from the parent to the offspring.

Conversing once with one of our eminent physicians upon this matter of blood relatives, I said, "Why, Doctor, your parents were full cousins; they left seven or eight children, and yet where are the peculiarities in them?" "You don't see them, perhaps," said he, quickly, "but I tell you every one of us has a 'hair lick' in the brain."

Like all other violations of natural laws, the intermarriage of near relatives is followed by some punishment. One of these punishments is the production of offspring more or less abnormal or defective; and it shows itself in two forms. The first is rather negative than positive, the offspring lacking the average amount of bodily force, and of mental endowments. This may, perhaps, hardly be remarked for a long time, but close observation throughout succeeding generations, proves the truth of it.

The children born of such ill-assorted marriages are few; and they prove to be backward in starting, and slack in pursuing the race of life. They do not abound during childhood in that elasticity and activity which ordinary children manifest by their restlessness. They show comparatively little of the earnest interest in the things about them which other children show. The growth of the body and mind lingers in

each stage of development; and does not continue so vigorously nor so long as in ordinary children. Such are one kind of effects upon the offspring of ill-assorted marriages.

But as these effects are rather negative than positive, and consist rather in what the child lacks than in the character of what he possesses, they may fail to attract attention; or, if observed, may not be understood, or considered of any importance. It is only when it amounts to imbecility, and threatens to culminate in idiocy, or deafness, or blindness, that the misfortune of having a defective child is duly appreciated. On this account the defect which was, in the course of nature, intended to be cautionary and correctional, fails of its purpose.

The parents have to bear the consequences of a violated law in the inferiority of their child, and they may feel pained and mortified, but their minds are seldom developed enough to understand the cause of their child's inferiority.

Another and second effect of the ill-assorted marriage, or of the temporary ill-condition of one of the parents, is shown more sensibly by the character of the offspring, and in a positive form, and strikes with the force of a blow upon sensitive parents. It varies in degree from some slight mental or moral peculiarity, which gives tendencies to whims, fancies, obstinacies, up to insanity; or shows itself in some bodily defect, deformity or peculiarity, from those which are hardly noticeable up to monstrosities hideous to behold, and sometimes so great as to make persistent life in the

unfortunate child impossible, beyond a few minutes or hours.

It is a harmful mistake to consider such cases as purely accidental; and I notice them in this connection, although reluctantly, because I would by every possible means promote observance of the laws which govern all sorts of congenital defects and malformations. Among the proofs of the universality of the principle which underlies such cases, is the natural division into classes, with common features and with common effects, as hunchbacks, hare-lips, deformed limbs, club-feet, squint-eyes, blindness, deafness, and the like.

When the instances are constantly and frequently recurring, we recognize the common features, and come to regard the blind, the mutes, the imbecile, and the like, not as exceptional cases, but as cases which must be expected, in a larger or smaller proportion, in every generation. The proportional number of these abnormals to the sound, will vary according as people live in observance of the natural laws of life, of intermarriage, of temperance and of regular periodicities, or continually violate them, through ignorance, or through incapacity for self-control.

The human race is still in an early stage of its development. Defective and abnormal children have been born to every generation; to some more, to some less, according to local or climatic influences, but mainly according to the standard of intelligence and virtue in a given community. They must be expected through incalculable time, and many generations; but their production is, nevertheless, accidental, temporary,

and not essential in the race. I have long contended against the theory of the inherent and irresistible liability of our race to produce a certain proportion of defectives in every generation. I have endeavored to disprove it by various considerations, some of which may be regarded as far-fetched; but I would combat this pernicious theory in the case of the blind, by teaching them to observe those laws which regulate the proportion of blind persons born to every generation, so that they themselves, by their practice and example of wise self-guidance and self-denial, may help to lessen the number of those who, in future, will have to suffer the infirmity of which they themselves best know the burden.

I formerly believed and taught that those persons strongly marked by scrofula, by tendency to insanity, by organic defects, as blindness and mutism, should crucify themselves, and abstain from marriage. Reflection and experience, however, have changed that opinion. I have known heroic instances of such martyrdom. But martyrdom is not a natural remedy for evil; and if it were, not one in ten thousand will resort to it. We cannot disappoint and thwart our natural instincts with impunity, even that good may come from so doing. The natural compensations for endurance of evils, and the natural remedies for such evils, are many and marvellous.

The fact to be considered here is the strong tendency to perpetuation of defects and infirmities in offspring; but the remedy is not, ordinarily, an attempt to starve instincts which cry continully for gratification; nor abstinence from those parental re-

lations which are essential for the highest development of the best part of our nature; because a more merciful remedy is provided by our Maker, in that strong power of recuperation from any morbid condition, not necessarily mortal, which pervades all organized beings, and acts as steadily as gravitation itself. Not self-crucifixion, but suitable intermarriage, will, in a few generations, counteract the tendency to perpetuation among the offspring of inherited infirmities, and inherited vices.

It is inconsistent with our ideas of the wisdom and benevolence which pervade nature, to suppose that all future generations are to be burdened, as ours is, with such numbers of persons incapable of self-guidance and self-support, by reason of some natural infirmity of mind or of body. In the order of nature, punishments are not vengeful and eternal, but benevolent and correctional; and they last only until the offence is repented of and abstained from. Close observation will show us that the existence of whole classes of such defectives is not an essential, but an accidental feature of society. Statistics show that the proportion of these to the whole number of the people, varies with the varying conditions of the general health, of mental endowments, and power of self-restraint among the mass of the people, and it amounts in some sections of countries to thirty-three per cent.

This proportion is largely under human control; and is greater or less according as men obey or disobey the natural laws of life. Little attention has hitherto been given to the all-important principles which should guide us in selecting partners for life,

and in duly regulating our lives by natural laws. We owe to this, probably more than to any other cause, the birth of so many children who are defective in some of the important bodily senses or mental faculties, and of so many who lack power to resist ordinary destructive agencies, and who, therefore, break down, or die young.

The *second* advantage of the cottage system is its nearer approach to ordinary family life. It is obvious that pupils living in groups of a dozen or so in a house, with a matron for mother and housekeeper, and a woman for doing heavy work, can all be employed a part of each day, on certain kinds of house-work, done in the ordinary way, by an ordinary cook-stove, better than they could be in a family of one or two hundred, where everything is done by steam, and in a wholesale manner.

Third. The cottage system offers more and greater facilities for social relations between the pupils and ordinary families living in neighboring houses, than is possible where one hundred and fifty persons are congregated in one household, where nothing is done cosily and quietly, but where everything must be performed formally and systematically.

You cannot well open wide the hall door, and invite in the neighbors, who, if in numbers, would be beyond your supervision.

Again, the cottage system is informal, homelike, and everything in it is upon a small, comprehensible scheme; and three or four, or more, of the family, unite and help each other upon various kinds of household work.

The Passions of the Blind.

This subject leads us to consider whether the blind differ from ordinary persons in the intensity of their passions, and of their emotions.

My own experience convinces me that blind youth of different sexes, living together under the congregate system, give more trouble and anxiety, and require stricter supervision, than an equal number of ordinary youth would do. This, however, is not because of greater activity of the animal nature. On the contrary, I think that the blind, as a class, have at birth less intensity of passions in general than other classes of persons, except imbeciles. They usually inherit feebler organizations, and less vital force to drive the bodily functions, than ordinary persons do. Then, the more sedentary and in-door life which their infirmity inclines them to lead; the lack of sports and of long-continued exercises in the open air, which cause due oxygenation of the blood; these and other causes prevent the development of their bodily powers and passions to that degree to which they might otherwise attain, and which they do attain in ordinary youth. We all know by experience and observation, that most of these youth in the cultivated classes are charged so full of pent-up vital energy, that they can hardly be kept within bounds of decent behavior by ordinary means. Individuality is distinctly and strongly developed in them very early; and the desire of independence becomes almost irresistible under our free political institutions.

Such youths are rarely found among the blind, or among the other defective classes. As I have just said, they are less highly charged at birth with animal instincts and passions than are youth who have a normal development of all the bodily organs and functions. The physical machinery for generating nervous force, be it what it may, is weaker and has less power of recuperation after exhaustion; and less power of persistent duration, than with ordinary persons.

Then they remain so long dependent upon others, and require so much of help and direction, that they usually become docile, and, in some sense, emasculated,—consequently are easily restrained by moral means.

On the other hand, in regard to what may be called the moral and affectional nature, the blind, as a class, are not naturally deficient as compared with others, but the contrary. Surrounding family influences, a sense of dependence, and a yearning for affectional and social relations, all tend to develop their affections and sympathies in an unusual degree. They love companionship; they yearn for intimacies and friendships; they crave sympathies; they want to love and to be loved. These peculiarities in disposition of course intensify the natural attraction between the sexes, and make companionships and intimate relations between the two appear to be the greatest charm of life.

There is, therefore, even more necessity for educating the blind rightly in this matter than there is among ordinary youth, since intermarriage is, in

their case, to be deprecated, and its consequences are almost always deplorable.

Now it is manifest that an Institution which has facilities for entire separation between blind boys and blind girls, and which furnishes opportunities for social intercourse of both with ordinary people, as a substitute for social intercourse among themselves, directs the peculiar tendencies and sympathies of its pupils in the right way, so that they will be more likely to contract favorable marriages. But an institution which necessarily brings the two sexes into close proximity daily during youth, and finally presents various temptations and opportunities for acquaintances and friendships which lead to intermarriage; in other words, for breeding in and in; is, therefore, in that respect, very unfavorable.

In this way each establishment which gives facilities for intermarriage tends to increase the number of defectives in the community; and, while lessening the evil consequences of the infirmity to the individual, increases the number of those who labor under it.

If these general principles are conceded, then it must be admitted that intermarriage between blind persons is forbidden by nature. When, therefore, it is found necessary to bring together in one establishment a large number of blind boys and girls for the purpose of instruction, that establishment should be so organized as to furnish the least possible encouragement to intimacies which lead naturally to intermarriage. In this respect the cottage system is beyond all question superior to the

ordinary congregate one. Indeed, it is easy to see that the congregate system, which brings together a large number of blind boys and girls under one roof, must necessarily furnish facilities for early intimacies and undesirable attachments. The untoward effects of these have already been felt in some American institutions, and have caused sin, scandal and harm to the establishments.

Unfortunately, sound principles are not taken into account in forming institutions for the blind. The first thought is to follow the natural instinct of charity, which the presence of a blind person is so sure to awaken; and to put this into activity by copying the common method of providing for all of the dependent classes. This method is to erect a vast structure for the reception of the whole; and to trust for the prevention of the evil consequences thereof to the enforcement of suitable rules and regulations, under the direction of some, as yet, unknown superintendent. He goes on as blindly as the rest for some time, and learns slowly the principles upon which the institution should have been founded, and the rules and regulations by which it should be administered.

The separation of the sexes is as yet very little thought about. Men have not yet learned that it should be far stricter in institutions for abnormals and defectives than in establishments for ordinary youth.

This, and other matters of discipline and of government, which ought to be regulated with a special view to the abnormal character of the inmates, is

not carefully considered; but the regulations for it are adopted, as is usual in other public institutions, with a view to cost. That which is cheapest at the outset is adopted; and even when proved to be bad, it is persisted in: first, because it has the nice point of the law in its favor—it exists, and has possession; second, it would be costly to substitute any other for it; and third, others might prove to be no better.

This supposed cheapness is the error which leads to such constant and serious difficulties in the administration of institutions as to defeat the very object aimed at, even cheapness; for their inferiority makes them costly in various ways, direct and indirect.

It is especially so with establishments for those defective classes, the members of which, for special reasons, should not be aggregated together. Such classes are the blind and the mutes.

The internal history of all institutions for the blind, on the congregate plan, shows that this arrangement leads to constant trouble, care and expense.

Attachments and intimacies are formed between the boys and girls which occupy their attention too much. These prevent them from pursuing close trains of thought; from engaging eagerly in their studies; and, probably, keep their minds occupied in contriving means for gratifying their strong, and, as it seems to them, perfectly innocent inclinations. Meantime there is constant danger of impure purposes, and immoral relations creeping in. Few institutions have escaped this danger, as may

be inferred from what was said above. Those which have escaped owe it to ceaseless vigilance and painful precautions; and, perhaps, some of them have merely avoided public exposure of improper relations, and of the disgraceful consequences thereof. Each has its unwritten history. This much is certain, that the very watchfulness which is absolutely necessary to prevent mischief and scandal, is of itself disagreeable, and, to some extent, demoralizing to both the watchers and the watched.

Teachers and attendants dislike to be spies and informers. The pupils must all be watched, or none; which is annoying to those who are well-disposed; and may even suggest disobedience, otherwise not likely to have been thought of.

Almost all, if not all, superintendents of congregate institutions, will confess that it costs them greater labor and anxiety to keep up this branch of the discipline, than any other part of their duty.

They must establish and maintain rules and regulations in the household, to prevent what they consider undue intimacies, perhaps even innocent, if not desirable acquaintance, between the sexes. The blind almost universally revolt, in spirit, against these regulations, and consider them as arbitrary and unnecessary. Often they show resolution and ingenuity in breaking or evading such rules, though obedient to all others; and they generally succeed in doing so. They often flatter themselves that they have hoodwinked the superintendent, and

laugh in their sleeves; while he, perhaps, has seen through it all, and may feel that he has the laugh on his side. Every John, or James, knows every Mary, or Jane, by her step in the passage-ways, by her voice in the classes and in the choir; and they contrive to correspond with each other when in the same class-room, or hall, by signs known only to themselves, as by a scuffle of the foot, by a peculiar ahem! by a cough inquisitive, and a cough negative, and the like. They sing notes in the play-ground, or at an open window, every one of which is caught and understood by a sharp listener on another ground, or at another window.

They suppose all this to be as secret as the grave to all but one, when, in reality, the wary old superintendent, or the nearer teacher, and the older pupils, know about it. Thus they get in love without even having met. They carry on correspondence in pricked letters, pushed under doors, or thrust through key-holes, or carried by weak attendants. They plan meetings in passage-ways, or while walking on the sidewalks for exercise, or going to and from church, or in the street-cars. They squeeze hands when squeezing in a crowded passage, in and out of the concert-hall, the lecture-rooms, or the church.

This has its ludicrous side, and some incline to look only at that, and to disregard the serious moral ills which flow from any practice which requires secrecy, and involves disobedience of rules.

All must admit, however, the trouble and vexation and mutual ill-feeling which are apt to be

engendered by the efforts to keep up non-intercourse between the sexes. All this is obviated by the cottage system, which, in buildings properly located and managed, may entirely prevent all intercourse, and even acquaintanceship.

The cost of carrying on the cottage system is by no means so much greater than that of the congregate system, as I thought it would be, when considering the change and calculating the expenses. The difference is shown in the tables.

General Considerations Concerning the Education of the Blind.

Any intelligent parent, possessed of ample means and opportunities for the education of a blind child, would ask himself the important question, How shall I modify the usual course of training and instruction, and adapt it to the condition of my poor child, so that his infirmity shall interfere as little as possible with his bodily strength and activity, and with the normal development of his character, and shall not prevent his growing up among ordinary youth, and undistinguished from them?

He will find, moreover, that as his child grows up, one of his strongest desires will be that he may not be noted for his infirmity, but may resemble ordinary persons as much as possible in his appearance and deportment.

The parent will also reflect that blindness, like other serious infirmities, must have two unfavorable consequences: first, a tendency to prevent the normal growth and condition of the bodily powers; second,

to disturb the harmonious development of the moral nature, and to give undue activity to certain parts thereof at the expense of others.

The parent will consider some general principles; such as, first, that congenital bodily abnormalities must have their peculiar consequences in producing abnormalities of temper and disposition; second, that all these peculiar consequences must be intensified when the child is intimately associated with other children who are subject to the same infirmity. He will, therefore, endeavor to bring up his blind child in companionship, intimacies and friendly relations with ordinary children, and avoid such relations with other abnormal children of whatever kind.

This, of course, is not to be observed without some exceptions. An abnormal must not be avoided by normals, but, on the contrary, he should associate with them freely, so that the imitation of their manners may tend to lessen any peculiarities growing out of his own. The strength of children's tendency to imitate, and finally to attain, the manners which grow out of abnormalities, is well known to physiologists, and may be taken advantage of by educators.

A very remarkable proof of the strength of this tendency will be found in many facts which have come under my observation more than once; and one of which I will relate. One of our pupils by some means caught the disorder called St. Vitus' dance. The only striking symptom of this disease is the constant and irrepressible habit of contracting certain muscles convulsively, without the rest being affected thereby. The muscles of the face

twitch, and the countenance is disturbed momentarily; the limbs contract spasmodically, and sometimes so strongly and violently, that the patient's arms jerk, and the muscles of the spine and of the lower limbs are affected. He is forced to be continually jerking, now this way, now that, and sometimes actually dances up and down. This is known to be contagious, or to be communicated from one to another among those who dwell together; and the explanation given is that the universal tendency to imitation causes by-standers, especially children, to imitate what they see others about them doing constantly. It is therefore said to be contagious, or to be caught by sight. But it does not come solely through seeing; for I have known two cases, occurring at different times, when a blind child in our school had, by some means, contracted the disease during vacation, and came into our family twitching and jerking every few moments, and all day long. After a week or two, another child manifested the same tendency, and soon another; so that I was induced to send home all who began to be affected, lest we should have a community of a hundred blind dancing dervishes. But separation and isolation soon cured them, and removed the trouble. Years afterward another case occurred, but the patient was removed early enough to prevent spread of the disorder.

Now, it was not by seeing the movements of the first that others contracted, and then spread the disorder; but a knowledge of the strange symptoms was gained by close contact of the pupils while at

their school-desks, in seats, in walks, in sports, etc., and this developed the morbid tendency.

Blind Children in Common Schools.

A valuable hint may be taken from this fact. During childhood the wise parents of a blind, or otherwise defective child, will encourage him to mingle freely with ordinary children in all their sports and occupations. They will procure for him such special instructions as he can most profit by at home; and send him to some school which other children of his condition in life attend.

The child may do this to great advantage even in the common schools, provided he can have a boy of his own age to act as leader and reader; and provided the teacher is disposed to adapt the mode of instruction used with others to his peculiar case, and to give him a little extra time and special attention.

It has been shown, in many cases, that blind children can attend common schools advantageously, and be instructed in classes with common children. They labor under certain disadvantages, such as inability to follow demonstrations upon the blackboard; but, on the other hand, they have certain advantages, and become fashioned and fitted for future social relations, as they cannot be in a school filled with blind children. In the first, their blindness is disregarded, and goes for nothing with their comrades; and so it begins to be disregarded by themselves. They are hustled by others, and hustle them in return, and they contend together on

the play-ground and in the classes. All this develops self-reliance and hardihood.

I was much struck with the plan proposed by the late Mr. Blanchet, of France, of having mute children taught in the common schools of their district, with common children. I was convinced by his argument of the soundness of his theory; and, when in Paris, I sought out several cases where pupils were attending common schools; and, following up some of them, to see the practical results after leaving school, I found several mutes, who were doing well, and who were hardly distinguishable by manners or language from ordinary workmen. I found, moreover, that they talked habitually and freely with their fellow workmen by the system of articulation, or lip-reading. I have attempted to introduce the same method here, and have had satisfactory proof of the practicability and usefulness of sending blind children to the common schools. But, unfortunately, pressure of business prevented my devoting to the matter the time and attention necessary to success. I made a beginning, however, and availed myself of an opportunity of sending select pupils to a neighboring school, and with good results. I trust that others, with more zeal and vigor than I have left, will put this into practice, until it shall be the custom to send to the common school such blind children as do not need the special attention and instruction which can only be had in institutions calculated to meet their wants. The practice of training and teaching a considerable proportion of blind and of mute children in the common schools, is to be one of the improvements of the future. It will

hardly come in my day; but I see it plainly with the eye of faith; and rejoice in the prospect of its fulfilment.

There are on record numerous instances of blind children, born in noble and wealthy families, who have been educated and trained to make effort in the way above indicated. We have had in all times blind men who have been carefully trained with ordinary youth, and become eminent for their culture and attainments. Prince Oscar, of Sweden, is an eminent example. Mr. Fawcett, and others, in Great Britain, are equally prominent. Our more democratic institutions have shown numerous instances of the excellence attained by blind persons in departments of business which would, at first thought, seem forbidden to them by their infirmity. Chief Justice Martin, of Louisiana, was blind, but no more clear-headed judge was found in the country.

There are numerous instances of blind children trained up apart, and with costly care, becoming eminent for literary culture and acquirements. They may be taught to ride, to row, to swim, to dance, and to comport themselves gracefully in refined society.

Such cases prove what one would naturally infer *a priori;* namely, that, other things being equal, a blind child who grows up in early and intimate association with sound and normal children, will have a more normal and harmonious development of his moral and affectional nature; will be less tinged by the morbid effects of his infirmity, than would be the case if he grew up in intimacy with others marked by an infirmity like his own. Some

persons may say that, however true this is in theory, it is practically of little importance; but they must admit this at least, that a blind child should be so situated during the period when the heart is yet tender and yearning for sympathy and affection, that those relations which are to last for life should be formed with the persons whose friendship will be the most valuable.

Certainly, for all the ordinary relations of life and of business, it is better for a blind man to have for his intimate friends those who can see than those who can not.

By keeping the blind in the ordinary social relations, that is, scattered up and down in the community, they can have more of those compensations which nature always provides for any infirmity, than they can by being segregated from ordinary society, and gathered together in one establishment. They should be trained up in ordinary families, in companionship with ordinary children. A blind child should cultivate all the relations of neighborhood, and exercise every right and privilege of citizenship. This implies, however, that his family and relations are virtuous and intelligent people; and that they are disposed to incur extra trouble and expense to give him special instruction.

Unfortunately, however, very few blind children in this country have these advantages. They are almost all born to the poor, whose poverty is increased by the infirmity which makes one of their children a burden rather than a help. A large proportion are born among the least intelligent and

least virtuous classes. Many are born to families so depraved and vicious, that the sooner the child is removed from home the better. The parents cannot, or will not, provide for his special instruction, and therefore the provision of special means in institutions, or elsewhere, is a social duty of the first importance.

Blind children are so sparsely distributed that the town authorities cannot establish special schools for them; though, I have no doubt, that, if proper influence were used, the town authorities would provide guides to lead them to and from the common school; and direct the teachers to give them special oversight and aid in their studies. They might properly go further, and incur extra expense for extra services.

In lieu of this, and for want of other provision for their education, as soon as the existence of blind children is known, the state authorities are called upon to provide a central school to which such children may be sent; and where not only instruction but board shall be provided gratis, in order that the family may share the common privilege of having their children instructed at the public charge, without greater cost than their neighbors, who send their children to the nearest public school, are subject to.

This important principle should not be lost sight of, in comparing our system of providing instruction for the blind, with that commonly followed in Europe. Here, the theory prevails, that blind children are to be gratuitously instructed at public

charge, by the same right which ordinary children enjoy of being instructed gratuitously in the common schools. The consciousness of this right helps to preserve their self-respect; while in most European establishments they receive their instruction, not as a matter of right, but of charity.

Comparative Happiness or Enjoyment of Life by the Blind and by the Mutes.

I am frequently asked my opinion on this subject, and as this Report is intended to give information upon matters of interest to the blind, and to their friends, my opinion is recorded here for what it may be worth. I have reflected much in order to decide whether blindness or deafness (followed, as it must be, by mutism) interferes most with a person's happiness, and I have inferred from consideration of the sources of happiness, and from acquaintance with many persons of each class, that deafness is a more formidable obstacle in the way of normal development, and does necessarily lessen the amount of human pleasure and enjoyment, more than blindness; and that, although sight is preferable for those who have to pursue manual labor for their own support, yet hearing, the mother of speech, is far more important for the development and improvement of the intellectual and moral faculties, and for the enjoyment which comes from their exercise, and from the various relations of love and affection.

The senses are the instrumentalities for human development, and for all moral and intellectual action and reaction among men. The eye is the key to

sensuous enjoyment, and to a certain range of knowledge of material things; but the ear is the real queen among the senses, and she brings us into those moral and social relations and affections from the indulgence of which the purest, highest and most lasting happiness is derived. This *a priori* inference is confirmed by pretty extensive acquaintance with blind persons and with deaf mutes. I have found most of the former not only unrepining, but cheerful, affectionate, confiding and very social; while most of the latter seem to be always conscious of a defect or an infirmity, which acts as a bar to intimate relations with their fellow men. Speech, in its widest and best sense, is to them unattainable; and, although the kind of speech which they learn seems marvellous, and is to some extent pleasurable, yet its imperfection always keeps them in that sort of isolation from other men in which imperfect knowledge of our language keeps the foreigner who sojourns among us. We do not converse freely. He translates his native language into ours, and we translate ours into his; and much of the thought and attention of each is occupied in making the translation. We do not know a foreign language as we know our vernacular tongue, until our thoughts clothe themselves spontaneously in it; that is, until we think in it, and dream in it.

A German or a Frenchman may seem to speak in English with perfect ease and fluency, but the proof that he really does not *think* in it, is that when he is much excited, as in counting money, he does not say one, two, three, but *ein, zwei, drei*, etc.; and

that, when moved by sudden temper to swear, his oaths are spirted out, not in English, but in German or French, because then he has not time to translate his thoughts into a foreign tongue.

Any person who has acquaintance and friends among the blind and the deaf-mutes, will find, on comparing them, that there is a far greater proportion of cheerfulness among the former than there is among the latter, and that there are more lively, chatty, sociable persons among the blind than among the deaf-mutes. I speak of those born deaf; because persons who were born with the sense of hearing, and enjoyed it during youth, are not necessarily disturbed in the development of character by its loss.

It is indeed a plain fact, and one well known by teachers of the two classes, that the blind are cheerful, hopeful, sociable and confiding; while the deaf-mutes are inclined to melancholy, to be incommunicative, unsocial, jealous, suspicious, and dissatisfied with their lot in life. It is, indeed, a terribly hard one, out of which to extract that kind of happiness which is "our being's end and aim."

Besides, the happiness of most persons is greatly affected by their conventional standing, that is, by the kind of regard in which they are held by others; and the blind, as well as the deaf, are peculiarly sensitive on this point. It is indeed much a matter of conventionality; and it differs in different countries, and changes with time, but always exists. The infirmity of blindness is seen and understood instantly by everybody. All pity a blind man, and are eager to show him sympathy. The natural,

indeed the best way to do this, is by speech, for by that you express your sympathy. The blind value this sympathy highly, and are ever ready for conversation, although they wish it to be on a footing of equality, and they especially dislike to be considered as objects of charity.

They chat with you, argue with you, joke with you, and enjoy the spirit and fun of conversation as much as you do. Indeed, the chief source of their pleasure in life is intimate oral communication with other persons, and learning their sentiments by words, or else by listening to reading.

It will be perceived that the deaf are, to a great extent, necessarily cut off from all this.

The infirmity of the blind strikes you at first sight; and brings pity to your heart, and tears to your eyes. But it requires a long time to be fully aware of the extent of the infirmity of the deaf, and much reflection to understand its deplorable nature and effects.

Hundreds and thousands of blind persons are found who are in intimate relations with seeing people; and some in every age have risen to eminence in music, in letters, in legislation and politics; while there is hardly one deaf-mute whose name is known in history.

Every consideration, and a multitude of instances, show that the infirmity of the blind is lighter than that of the deaf; but in spite of all these, the great majority of people, if offered the alternative of blindness or of deafness and mutism, would unhesitatingly and eagerly accept the latter.

Compensation for the Lack of a Sense.

It is usually supposed that the lack of one sense is compensated, in a measure, by the great keenness to which the remaining ones are brought, by the extraordinary practice to which they are subjected.

The innate capacity of the senses for improvement is very great, as will be admitted by all thinking persons; and will be made clear to the unthinking by mention of some well-established cases. We have a right to infer that the human senses are not less capable of improvement than are those of brute animals. Brutes are more dependent upon the acuteness of their senses than men are, after these have risen above the animal condition by culture. The intelligence of brutes seems almost like instinctive and instantaneous perception and knowledge; and may be relied upon for their wants and their defence.

It enables those of each kind, by sight, or sound, or smell, to detect the slight trace which their natural enemies may leave behind, though they be so slight as to be imperceptible by men; and, probably, by other animals not natural enemies.

It seems that this capacity for instinctive perception may persist for ages, and be ready to spring into life and activity, although neglected during several generations, and apparently extinct through long disuse.

It is related that the groom of a gentleman, living near London, came to his master, very abruptly, shortly after returning from a drive into the city,

and said, "Please, sir, the horses won't go into the stable; and I cannot coax or drive them in; the devil seems to possess them!" The gentleman went out to ascertain the cause of the trouble, and found the groom holding the horses by their bridles, and restraining them with difficulty. They were trembling with fright, near by the stable door, and holding back from entering it. Coaxing, threatening, and whipping, were of no avail. They would get their heads as far as the entrance to the stable, through which they peered, with distended eyes and flaring nostrils, and then start and fall back, and try to get away as far as they could. The gentleman took the lantern and examined the stable carefully, expecting to find the object of their terror, but in vain. Fresh straw had been strewn in their stalls for bedding, and all was in good order. After much inquiry the gentleman ascertained that this straw had been brought that very afternoon from London, and that it was purchased at a menagerie. He further learned that this particular part of the straw had been taken from the cage of the lions.

These horses had never seen a lion. Probably none of their immediate progenitors had ever done so; nevertheless, as soon as they approached the straw, the odor of the lion awoke the sleeping instinct, which sprang at once into full activity, giving signal of danger, and warning of a dreadful foe.

I believe that the material organization of man is superior, in all its capacities, to those of any ani-

mal; and that his senses are capable of attaining, through culture and practice, a nicety equal, if not superior, to theirs. Admitting the truth of the story about the nicety of the horses, scenting the smell of their mortal enemy (the lion), it may be matched by well-attested cases of nicety of the human smell.

Julia Brace, a deaf and blind mute, a pupil of the American Asylum, had a fine physical organization and highly nervous temperament. In her blindness and stillness her main occupation was the exercise of her remaining senses of smell, touch and taste, so that through them she might get knowledge of what was going on around her. Smell, however, seems to be the sense on which she most relies. She smells at everything which she can bring within range of the sense; and she has come to perceive odors utterly insensible to other persons. When she meets a person whom she has met before she instantly recognizes him by the smell of his hand, or of his glove. If it be a stranger she smells his hand, and the impression is so strong that she can recognize him long after by smelling his hand, or even his glove, if just taken off. She knows all her acquaintances by the smell of their hands. Surprising things are told of the nicety of her sense. She was employed in sorting the clothes of the pupils, after they came out of the wash, and could distinguish those of each friend. If half a dozen strangers should throw, each one, his glove into a hat, and they are shaken up, Julia will take one glove, smell it, then smell the hand of each person, and unerringly assign each glove to its owner. It is even said that if, among

the visitors, there is a brother and a sister, Julia can pick out their gloves by a certain similarity of smell, but cannot distinguish the one from the other.

This would seem to indicate that not only has each person an individual odor peculiar to him, as he has a peculiar configuration of his nose or chin, but that there is, besides, a family odor, which is strong enough to be perceived, even when the individual odor is not.

From experiments which I myself made with Julia, when her senses were more acute than they are now, I incline to credit much more of what is told of her than most people will be disposed to do. Laura Bridgman was almost without any sense of smell, when I first knew her. It improved somewhat in after years, although it never became normally keen; but her nicety of touch was marvellous even when I first knew her, and is more so now. She can recognize me amid a crowd of visitors, after an absence of a year or more, although she did not expect me, by merely grasping part of one of my hands, or even a solitary forefinger, and will instantly clap her hands, and pat me on the arms, and laugh heartily.

The human power of detecting differences too slight to be cognizable by the untrained senses, has been marvellously increased by the stethoscope, and similar ingenious instruments; still the senses trained to extraordinary power and nicety, may be useful in various ways. It is said that a party having lost the points of the compass, and consequently their way, in a forest, on a very dark night, and all being at a loss which way to proceed, an old Indian hunter, after feeling carefully the trunks of some old trees,

said, pointing in certain direction, "There is the north, and there is the south." He had observed that the moss and the other parasites grew longer and more vigorously on one side of the trees than on the other, and inferred that the cause must be a direct and full exposure to the sun and the light, while those on the north side were not exposed at all to any direct rays, and those on the other sides would feel the rays indirectly and slantwise.

Let me give an instance which may recall others. Many years ago, an ingenious locksmith applied to me for the "loan" of a blind boy, as he said, who had quick ears and a silent mouth. On giving satisfactory answers, he got his "loan." He wanted a boy to help him open a new and complicated lock to a safe. An inventor had exhibited a locked safe, and the key, saying that there was money within, which should be given to whoever could open the lock without deranging it. The peculiarity of the lock was, that it had ten bolts, which could not be seen from the outside. These ten bolts seemed, from all that could be ascertained, exactly alike; but, in reality, one of them was an inch longer than the others, so that when all were thrown forward, that one alone reached the projecting part of the safe, and held the door closed. The key, when inserted, would lift any of the ten bolts; but, in order to open the safe, it must be applied to the long bolt, and to that only, and that one must be lifted and turned back, in order to open the lock. But, if any other of the ten was lifted and turned back, ever so little, it deranged the combination, and the lock could only

be opened by a peculiar instrument. The object, then, was to ascertain which of the ten was thrown forward, without turning back any other one.

The mechanic lifted each bolt carefully with the key, and let it fall, but without trying to throw it back; and he then tried to ascertain if in falling it made any peculiar noise; for he inferred that, as the only one which held the door was an inch longer than the others, it must fall with a slightly greater force. But the difference was too slight for his ear. He took the blind lad, and asked him to listen carefully to the sound which each bolt made as he lifted it and let it fall. After listening to each one intently, the lad said the sixth one struck a little the loudest. The mechanic lifted and let fall, each one carefully several times, and each time the boy insisted that the sixth bolt sounded the loudest. Upon this, the mechanic lifted and turned back the sixth, and the lock was opened without the combination being deranged.

Writers of fiction have taxed their imaginations, and ascribed almost superhuman acuteness of sense to their heroes; but they cannot exceed these plain facts of history, without violating the laws of possibility. The swiftness and accuracy with which our blind boys run up and down familiar premises, mingling and yet never butting against each other, as bats cross and re-cross each other's track in the air without touching each other; their ready detection of any passer-by, whom they have ever known, by the tread of his foot; the accuracy with which they will tell a person's age, by hearing him speak a few

sentences; their good judgment of his character, formed by the same means, all make probable the stories told of certain wise men of old, who seemed to get knowledge by superhuman means.

It seems to me that physicians and physiologists have never availed themselves as fully as they might of the nicety of some of the senses in detecting morbid conditions of the different organs, or the performance of their functions. By sufficient nicety of touch we may detect differences in the conditions of the skin, from velvety smoothness, to the corrugation of a hide-bound covering. By touch and hearing we may distinguish not only the rapidity, the number and force of the pulsations of the arteries, but also the wavy sound made by the passage of the blood through the venous, or the arterial passages; we can detect strictures or other obstacles in the passage of air through the air-passages; we may perceive the smoothness, or the horripilation of the skin, and the degree of crispness in the hairs on the cuticle. These, and scores of peculiar signs not perceptible by the sense, even when aided by the stethoscope, may be readily perceived by such training of the senses as necessity has caused Laura Bridgman, and many blind people, to undergo.

They who see her enter a circle of acquaintances in a well-lighted room, while she herself is in profound darkness and stillness, and proceed immediately to distinguish each person by a slight touch with her fingers' ends, will be ready to credit the statement that the blind Professor Saunderson could

distinguish false from genuine coin by feeling the specimens in a cabinet.

But instances of this kind show that, great as is the acuteness to which the senses may be brought, it must have its limitations. Therefore, when we hear of perceptions by blind persons of things in themselves imperceptible by human sense, we must set them down as feats of the imagination.

For instance, when we are told that such a blind person can distinguish colors by feeling, we have only to consider that the impression of color is made upon the eye by the reflection of certain rays of the spectrum, and, therefore, is necessarily intangible and inappreciable by the touch.

I once heard such strong evidence, from intelligent and truthful persons, that a certain young lady, entirely blind from birth, could distinguish different pieces of cloth by their color, that I went out of my way to sift the matter. I was convinced that, when several pieces of cloth, of various colors, were laid out upon the table before her, and left to attain the temperature of the room, she could, after carefully feeling them with her fingers, and applying them to her lips, and to the end of her tongue, select one from the other, and call them correctly, red, blue, green, and the like. But close attention showed me that she deceived herself; and that her knowledge of the difference came from the fact that one color radiated the warmth which it had imbibed more rapidly than another; and, therefore, felt warmer or colder to the lips, the

part of the body which, except perhaps the tip of the tongue, is most highly sensitive.

This is the only way in which a blind person can distinguish one color from another. There is not one in a hundred, or even a thousand, who can do that.

The London Royal Normal College for the Blind.

A very striking proof, that total blindness does not necessarily prevent men from planning and accomplishing enterprises which require ability, good judgment, and pluck, is the successful establishment of the Royal Normal College and Academy of Music for the Blind, in London, England, mainly by Mr. F. J. Campbell, who was a teacher in our Institution during eleven years, assisted by a corps of teachers trained here also.

A slight notice of its founders will give further proof of the importance of what I am trying to show.

This enterprise was conceived, I believe, by that veteran and able friend of the blind, Dr. Armitage of London, who is himself blind; but it seems to have been carried through the difficult process of birth, and brought into real life and strength, by the hands of Francis J. Campbell.

He was born in Winchester, Tenn., in the year 1834, of intelligent and respectable parents, and was trained up in the good domestic school of a farm-house.

He was entirely blinded by an accident at the age of six years. He had received some useful instruction in the common school; but probably more useful

training, by passing his boyhood in the rough-and-tumble school of the world, after he became blind. After the loss of his sight he was sent to the Tennessee Institution for the Blind, at the age of ten years, and remained there about six years.

He was noted for activity, bodily and mental; for talent, especially in numbers; for general cleverness, and especially for self-reliance.

He came to Boston in 1858, and applied to me for employment; and I gave him a post as teacher of music. He soon gave proof of zeal, industry and cleverness. He was of very great service, in inspiring the blind pupils with confidence in themselves, and stimulating them by his example to effort at self-reliance. He gave important aid, also, by his zeal for work, and his readiness to undertake anything calculated to improve the establishment, whether called upon to do so or not.

He became my principal assistant; and I relied much upon his zeal and counsels.

After eleven years' service he went abroad to improve his knowledge of music; and probably with the hope of finding a wider field for usefulness and distinction.

When Dr. Armitage made the acquaintance of Mr. Campbell he wrote to me inquiring about his character and fitness for the task. Being satisfied on this point, it appears that he intrusted the matter to him. Mr. C. could not find suitable teachers in London; and sought some who had been trained in our school. He applied to me to give leave of absence to one of our teachers to help him, and I consented with pleasure. He then ap-

plied for another and another, as his school grew; and he obtained them because I felt bound by duty to the cause to help what was in reality an American institution, struggling for existence in a foreign land, which would give the blind greater advantages than any existing there.

For this reason I consented to part with several of my most valued assistants and teachers; and the Royal Normal College and Academy of Music for the Blind soon became virtually an American institution for the instruction of British youth; with Mr. Campbell as its head; my valued friend and assistant, Joel W. Smith, as the principal assistant; and such excellent teachers from our school as Miss Mary Knight, Misses Greene, Faulkner, Howes and Dawson to do the daily work.

The enterprise may be considered in some sense as a reflux in the tide of emigration, carrying back to the mother country returned emigrants, who go to plant and rear institutions upon our improved models, in the loved old mother-land. May it flourish, and may the blind of Great Britain be benefited by our work; and cheered by the knowledge that bonds of sympathy are being woven between them and their fellows here. The College is, however, an exotic, and it will require the most skilful care and attention, by persons of pure and high motives, to make it take firm root and attain large growth in its foreign soil. There must be no selfishness about it.

Our British brethren have, thus far, treated it liberally and generously; but there are those, of course, who will take advantage of any mistakes

and of any moral short-comings in its management, and cause it to pass into other hands, or to fail through lack of patronage.

Conclusion.

I submit this Report to the Trustees, with much diffidence, and some misgivings.

I am aware that it is tediously long; that it touches upon a variety of topics not strictly germane with each other; that most of it is crude and ill-digested.

But I have been so long accustomed to possess their confidence, and to enjoy their liberal and generous friendship, that I trust they will consider the peculiar and disadvantageous circumstances in which I have been placed during the period assigned for writing it, and will pardon its shortcomings. Removed, in search of health, from the country; away from my books, and from those whose memory of facts is better than mine; anxious to put on record certain theories and thoughts drawn from personal observation during nearly half a century; and fearful lest my strength might not suffice to do so, I have not elaborated the various subjects touched upon with the care they deserve; nor arranged them in their proper order; nor made the connection sufficiently clear. But I have done my work with honest intent; and I respectfully submit it to the forbearing and indulgent consideration of the Trustees and of other readers.

SAM'L G. HOWE.

DR. PERKINS INSTITUTION AND MASS. ASYLUM FOR THE BLIND *in account with* HENRY ENDICOTT, *Treasurer.* CR.

1873.			1873.		
	To cash paid—		Sept. 30,	By balance from former account,	$8,879 75
Nov. 10,	Auditor's draft No. 31,	$3,000 00		By cash from—	
Dec. 1,	" " No. 32,	2,000 00	Oct. 1,	State of Massachusetts,	7,500 00
22,	" " No. 34,	5,123 74	13,	Rent of Prince Street estate, allowance,	40 00
1874.			Nov. 1,	Rent of Prince Street estate,	75 00
Jan. 5,	Auditor's draft No. 33,	5,000 00	Dec. 1,	Rent of Prince Street estate,	75 00
20,	" " No. 36,	6,000 00	2,	New York Central Railroad coupons,	150 00
Feb. 4,	" " No. 35,	3,747 89	1874.		
Mar. 24,	" " No. 38,	5,000 00	Jan. 1,	State of Massachusetts,	7,500 00
Apr. 7,	" " No. 37,	1,531 25	1,	Rent of Prince Street estate,	75 00
30,	" " No. 40,	5,000 00	21,	S. G. Howe, as per statement—	
May 14,	" " No. 39,	2,575 51		State of New Hampshire, $2,850 00	
June 22,	" " No. 42,	5,000 00		Work Depart'nt, Oct., Nov. & Dec., 4,327 17	
July 15,	" " No. 41,	1,046 55		Sundries, 876 41	
Aug. 12,	" " No 43,	2,411 50			8,053 58
12,	" " No. 44,	8,000 00	Feb. 1,	Rent of Prince Street estate,	75 00
Sept. 28,	" " No. 45,	4,209 09	1,	Interest on deposit,	385 02
	" " No. 46,	11,000 00	Mar. 2,	Rent of Prince Street estate,	75 00
	To investment of bequest of John Templeton, received from E. S. Rand and James Bowen, executors, at valuation as follows:—		Apr. 1,	State of Massachusetts,	7,500 00
			1,	Rent of Prince Street estate,	75 00
			May 1,	New York Central Railroad coupons,	150 00
	House No. 11 Oxford Street, $10,500 00		1,	S. G. Howe, as per statement—	
	30 shares Boston and Providence R. R. Co., at $148, 4,440 00			Work Depart'nt, Jan., Feb. & Mar., $3,946 24	
	40 shares Fitchburg R. R. Co., at $126.50, 5,060 00			Sundries, 649 82	
		20,000 00			4,596 06
			1,	Rent of Prince Street estate,	75 00
			June 2,	Rent of Prince Street estate,	75 00
			30,	State of Connecticut,	4,675 00
			July 1,	Rent of Prince Street estate,	75 00

To balance,		$10,427 12	July	2,	State of Massachusetts,		$7,500 00
				7,	George Harris' note and interest,		118 00
				7,	State of Vermont,		2,725 00
				8,	State of Maine,		4,109 05
			Aug.	1,	Rent of Prince Street estate,		75 00
				1,	Interest on deposit,		274 42
				6,	Legacy by will of John Templeton, invested as per contra,		20,000 00
					Income on same from June 1,		247 33
				12,	S. G. Howe, as per statement—		
					Work Depart'nt, Apr., May & June,	$4,839 11	
					Sundries,	952 54	
							5,791 65
			Sept.	1,	Rent of Prince Street estate,		75 00
				17,	Rent of Oxford Street estate, two months,		150 00
				30,	S. G. Howe, as per statement—		
					State of New Hampshire,	$3,500 00	
					Work Depart'nt, July, Aug. & Sept.,	5,975 00	
					Sundries,	427 79	
							9,902 79
		$101,072 65					$101,072 65
			1874.				
			Sept.	30,	By balance,		10,427 12

The undersigned, a committee appointed to examine the accounts of the Perkins Institution and Massachusetts Asylum for the Blind, for the year 1873–4, have attended to that duty and hereby certify that they find the accounts properly vouched and correctly cast, and that there is a balance in the hands of the Treasurer of ten thousand four hundred and twenty-seven and twelve one-hundredths dollars. The Treasurer also exhibited to us evidence of the following property belonging to the Institution: Deed of House No. 11 Oxford Street, at valuation of $10,500.00; 30 shares Boston and Providence Railroad Company at $148, per share, $4,440.00; 40 shares Fitchburg Railroad Company at $126.50, per share, $5,060.00; 5 bonds New York Central Railroad Company, $1,000 each, $4,700.00.

G. HIGGINSON,
A. F. FROTHINGHAM, *Auditors.*

Detailed Statement of Treasurer's Cash Account.

Dr.

1873-1874.			
	To drafts of the Auditors of Accounts,		$70,645 53
	cash on hand, Sept. 30, 1874,		10,427 12
			$81,072 65

Cr.

1873.				
Oct. 1.	By balance cash,			$8,879 75
	cash from State of Massachusetts,			7,500 00
13.	" " rent of Prince Street estate,			40 00
Nov. 1.	" " " " "			75 00
Dec. 1.	" " " " "			75 00
2.	" " N.Y. Central R.R. coupons,			150 00
1874.				
Jan. 1.	By cash from State of Massachusetts,			7,500 00
	" " rent of Prince Street estate,			75 00
21.	" " Dr. Howe, as per following:—			
	State of New Hampshire, account of beneficiaries,	$2,850 00		
	Samuel Eliot for piano,	439 40		
	Tuning,	3 00		
	Edmund Dwight, account of Thos. Freaney,	77 35		
	Charles P. Carter, for brooms, account of boys' shop,	43 00		
	Dividend, Mutual Benefit Insurance Co.	38 66		
	Mrs. M. A. Vars, account of son,	25 00		
	Proceeds of concert at Newburyport,	50 00		
	Gustavus Ryder, account of board and tuition of son,	200 00		
	Cash receipts at work department:—			
	For the month of October,	$1,844 98		
	" " of November,	1,607 59		
	" " of December,	874 60		
			4,327 17	
				8,053 58
Feb. 1.	By cash rent of Prince Street estate,			75 00
	" invested on deposit,			385 02
Mar. 2.	" rent of Prince Street estate,			75 00
Apr. 1.	" State of Massachusetts,			7,500 00
	" rent of Prince Street estate,			75 00
Amount carried forward,				$40,458 35

	Amount brought forward,				$40,458 35
1874.					
May 1.	By cash from N.Y. Central R R. coupons,				150 00
	" " Dr. Howe, as per following:—				
	American Association of Instructors of the Blind, account of expenses,		$99 85		
	Sale of books in raised print,		228 75		
	" brooms, account of boys' shop,		52 35		
	Dividend Fireman's Insurance Co.		19 32		
	" Manufacturers' " "		20 69		
	Proceeds of concert at Portsmouth,		50 00		
	Sale of soap-grease,		25 76		
	" old barrels, etc.,		27 51		
	" pricking slates and writing boards,		54 20		
	" admission tickets,		47 14		
	Tuning pianos,		15 25		
	Mrs. Tucker, account of board,		9 00		
	Cash receipts of work department,—				
	For the month of January,	$1,373 79			
	" " of February,	1,108 07			
	" " of March,	1,464 38			
			3,946 24		
					4,596 06
May 1.	By cash rent of Prince Street estate,				75 00
June 2.	" " " " "				75 00
30.	" State of Connecticut, account of beneficiaries,				4,675 00
July 1.	" rent of Prince Street estate,				75 00
2.	" State of Massachusetts,				7,500 00
7.	" George Harris, account of note,				118 00
	" State of Vermont, account of beneficiaries,				2,725 00
8.	" State of Maine, account of beneficiaries,				4,109 05
Aug. 1.	" rent of Prince Street estate,				75 00
	" interest on deposit,				274 42
6.	" income of estate of J. Templeton from June 1,				247 33
12.	" from S. G. Howe, as per following:—				
	Sale of brooms, account of boys' shop,		$256 72		
	" of books in raised print,		32 13		
	P. Root, on account,		10 00		
	P. Thatcher, account of board and tuition of son,		300 00		
	J. Vars, account of board and tuition of self,		220 00		
	American Association of Instructors of the Blind,		133 69		
	Amounts carried forward,		$952 54		$65,158 21

	Amounts brought forward, . . .		$952 51	$65,153 21
Aug. 12.	Cash receipts from work department,—			
	For the month of April, . .	$1,348 10		
	" " of May, . . .	1,742 20		
	" " of June, . .	1,748 81		
			4,839 11	
				5,791 65
Sept. 1.	By cash rent from Prince Street estate, . .		. .	75 00
	" " " Oxford " " 2 mos.		. .	150 00
30.	" from S. G. Howe, as per following:—			
	" " State of New Hampshire, account of beneficiaries,	$3,500 00		
	" " sale of writing-boards and slates, . . .		17 45	
	" " " of books in raised print,		32 10	
	" " " of soap-grease, . .		57 40	
	" " " of old barrels, etc., .		10 81	
	" " " of brooms, account boys' shop.		112 75	
	" " " of tickets of admission, .		5 23	
	" " Tuning, ...		2 00	
	" " Mrs. Hemmenway, account of B. Stevens, . . .		25 49	
	" " salesroom, for use of horse and wagon from Sept. 30, 1873, ...		500 00	
	" " board of clerks, . . .		164 56	
	Receipts of work department,—			
	For the month of July, . .	$1,022 41		
	" " of August, . .	1,424 57		
	" " of September, .	3,028 02		
			5,475 00	
				9,902 79
				$81,072 65

ANALYSIS OF TREASURER'S ACCOUNT.

The Treasurer's Account shows that the total receipts during the year were, ...		$81,072 65
Less cash on hand at the beginning of the year, . . .		8,879 75
		$72,192 90

Ordinary Receipts.

From	State of Massachusetts, ...	$30,000 00	
	beneficiaries of other States and individuals,	18,843 89	
	interest, coupons and rent, ...	2,221 77	
			$51,065 66
Amount carried forward, ...			$51,065 66

Amount brought forward, ...		$51,065 66
Extraordinary Receipts.		
From work department for cash received for articles made by the blind, ...	$18,587 52	
American Association of Instructors of the Blind, account of expenses, ...	233 54	
sale of piano, ...	439 40	
" of books in raised print, ...	364 63	
tuning pianos, ...	20 25	
sale of brooms, account of boys' shop, . .	464 82	
insurance dividend returned, ...	78 67	
sale of soap-grease, old barrels, etc., . .	121 48	
" of admission-tickets, ...	52 37	
proceeds of concerts, ...	100 00	
work department, use of horse and wagon, .	500 00	
" " board of clerks, . . .	164 56	
		21,127 24
		$72,192 90

GENERAL ANALYSIS OF STEWARD'S ACCOUNT.

DR.

Balance of draft on hand Sept. 30, 1873, . . .	$519 51	
Receipts from Treasurer on Auditor's drafts, .	70,645 53	
Balance due Steward Sept. 30, 1874, ...	1,974 05	
		$73,139 09

CR.

Ordinary expenses, as per schedule annexed, .	$43,824 83	
Extraordinary " " " " .	29,314 26	
		$73,139 09

ANALYSIS OF EXPENDITURES FOR THE YEAR ENDING SEPTEMBER 30, 1874, AS PER STEWARD'S ACCOUNT.

Meat, 28,056¼ lbs.,		$3,649 33
Fish, 3,252¼ lbs.,		251 27
Butter, 4,337½ lbs.,		1,582 41
Rice, sago, etc., 150 lbs.,		43 02
Flour and meal,		436 09
Potatoes and other vegetables,		686 22
Fruit,		338 63
Milk, 16,333 qts.,		1,104 02
Sugar, 54,742 lbs.,		568 71
Tea and coffee, 577 lbs.,		164 16
Other groceries,		552 61
Sundry articles of consumption,		373 25
Gas and oil,		363 75
Coal and wood (1874–75),		5,549 34
Salaries, superintendence and instruction,		13,168 99
Wages and domestic service,		4,212 27
Outside aid,		338 13
Medicine and medical attendance,		12 98
Furniture and bedding,		1,318 45
Clothes and mending,		109 18
Musical instruments,		2,281 24
Expenses of stable,		1,169 19
" of boys' shop,		446 03
" of printing office,		117 73
Books, stationery, etc.,		750 94
Ordinary construction and repairs,		1,446 12
Water-taxes, etc.,		441 64
Insurance,		1,717 36
Travelling expenses,		90 37
Rent of office in town,		400 00
Board of clerk during vacation,		41 62
Sundries,		99 78
		$43,824 83
Extraordinary construction and repairs,	$5,405 55	
Proportion of convention expense,	50 00	
Bills to be refunded,	300 78	
Expenses of work department,	23,557 93	
		29,314 26
		$73,139 09

GENERAL ABSTRACT OF ACCOUNTS OF WORK DEPARTMENT, OCTOBER 1, 1874.

Liabilities.

Due Institution for investments at sundry times since the first date,	$19,378 42	
Excess of expenditures over receipts,	4,970 41	
Sundry individuals,	1,021 00	
		$25,369 83

Assets.

Stock on hand, October 1, 1874,	$6,009 35	
Debts due,	1,078 21	
		7,087 56
		$18,282 27

Balance against work department, October 1, 1874,	$18,282 27
" " " " " 1, 1873,	15,850 06
Cost of carrying on workshop,	$2,432 21

DR.

Cash received during the year,	$18,587 52	
Excess of expenditures over receipts,	4,970 41	
		$23,557 93

CR.

Liabilities of October 1, 1873,	$1,531 33	
Salaries and wages paid blind persons,	4,070 52	
" " " seeing persons,	2,806 77	
Sundries for stock, etc.,	15,149 31	
		$23,557 93

Account of Stock, October, 1874.

Real Estate,			$315,400 00
Railroad Stock,		$14,200 00	
Household Furniture,		16,581 41	
Provisions and Supplies,		628 61	
Wood and Coal,		2,986 60	
Musical Department, viz.:—			
1 Large Organ,	$5,500 00		
3 Small Organs,	730 00		
38 Pianofortes,	8,410 00		
Violins,	217 75		
Brass Instruments and Tools,	1,281 43		
		16,139 18	
Musical Library,		494 90	
Library of Books in Common Type,		808 24	
Library of Books in Raised Type,		11,997 78	
Furniture in Printing-Office,		2,971 51	
Stereotype Plates,		840 12	
School Furniture and Apparatus,		2,275 43	
Boys' Shop,		156 05	
Stable, Tools, etc.,		896 61	
Furniture and Stock at Workshop and Store,		6,009 35	
			76,985 79
			$392,385 79

List of Embossed Books printed at the Perkins Institution and Massachusetts Asylum for the Blind.

	No. of Vols.	Price per bound Volume of those for sale.	Price per unbound Volume.
Lardner's Universal History,	3	$4 00	$2 75
Howe's Geography,	1	3 00	1 75
Howe's Atlas of the Islands,*	1	3 00	–
Howe's Blind Child's First Book,*	1	1 25	–
Howe's Blind Child's Second Book,*	1	1 50	–
Howe's Blind Child's Third Book,*	1	1 50	–
Howe's Blind Child's Fourth Book,*	1	1 50	–
First Table of Logarithms,	1	3 00	1 75
Astronomical Dictionary,	1	2 00	–
Rudiments of Natural Philosophy,*	1	4 00	2 75
Philosophy of Natural History,	1	4 00	–
Guyot's Geography,	1	4 00	2 75
Cyclopedia,	8	4 00	2 50
Natural Theology,	1	4 00	2 50
Combe's Constitution of Man,	1	4 00	2 50
Pope's Essay,*	1	2 00	–
Baxter's Call,	1	4 00	2 75
Book of Proverbs,	1	3 00	1 75
Book of Psalms,	1	3 25	2 00
New Testament (small),	4	4 00	2 75
Book of Common Prayer,	1	4 00	3 00
Hymns for the Blind,*	1	3 75	2 50
Pilgrim's Progress,	1	4 00	2 75
Life of Melancthon,	1	2 00	1 00
Old Curiosity Shop,	3	4 00	3 00
Shakespeare's "Hamlet" and "Julius Cæsar,"	1	4 00	3 00
Hebrew Melodies and Childe Harold,	1	3 00	2 00
History of United States,	1	3 75	2 50
Child's History of England,	2	4 00	2 75
Selections from the Works of Swedenborg,	1	–	–

Writing Cards,	$0 20
Braille's Writing-Boards,	1 25

Most of the above volumes will be sold to regular institutions at twenty per cent. below the regular price. Books loaned gratuitously to any blind person who offers sufficient security that they will not be abused, and will be returned.

* Stereotyped.

OFFICERS OF THE CORPORATION.

1874-75.

President:
SAMUEL ELIOT.

Vice-President:
JOHN CUMMINGS.

Treasurer:
HENRY ENDICOTT.

Secretary:
SAMUEL G. HOWE.

Trustees:

ROBERT E. APTHORP.
FRANCIS BROOKS.
JOSEPH H. GLOVER.
GEORGE S. HALE.
HENRY LEE HIGGINSON.
SOLOMON H. HOWE.
EDWARD N. PERKINS.
JOSIAH QUINCY.
BENJAMIN S. ROTCH.
SAMUEL G. SNELLING.
JAMES STURGIS.
GEORGE W. WALES.

Monthly Visiting Committee:

Whose duty it is to visit and inspect the Institution at least once in each month.

1874.		1875.	
December,	. ROBERT E. APTHORP.	June,	. JOSIAH QUINCY.
1875.		July,	. GEORGE W. WALES.
January,	. FRANCIS BROOKS.	August,	. SAMUEL G. SNELLING.
February,	. JOSEPH H. GLOVER.	September,	. BENJ. S. ROTCH.
March,	. H. LEE HIGGINSON.	October,	. JAMES STURGIS.
April,	. SOLOMON H. HOWE.	November,	. GEORGE S. HALE.
May,	. EDWARD N. PERKINS.		

TERMS OF ADMISSION.

Young blind persons, of good moral character, can be admitted to the school by paying $300 per annum. This sum covers all expenses, except for clothing; namely, board, washing, the use of books, musical instruments, etc. The pupils must furnish their own clothing, and pay their own fares to and from the Institution. The friends of the pupils can visit them whenever they choose.

Indigent blind persons, of suitable age and character, belonging to Massachusetts, can be admitted gratuitously, by application to the governor for a warrant.

The following is a good form, though any other will do:

"*To His Excellency the Governor:*

"SIR,—My son (or daughter, or nephew, or niece, as the case may be), named ——, and aged ——, cannot be instructed in the common schools for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts Asylum for the Blind, and I request that your Excellency will give a warrant for free admission.

"Very respectfully, —— ——."

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate from one or more of the selectmen of the town, or aldermen of the city, in this form:

"I hereby certify that, in my opinion, Mr. —— —— is not a wealthy person, and that he cannot afford to pay $300 per annum for his child's instruction. (Signed) —— ——."

There should be a certificate, signed by some regular physician, in this form:

"I certify that, in my opinion, —— —— has not sufficient vision to be taught in common schools; and that he is free from epilepsy, and from any contagious disease. (Signed) —— ——."

These papers should be done up together, and forwarded to the DIRECTOR OF THE INSTITUTION FOR THE BLIND, South Boston, Mass.

An obligation will be required from some responsible persons, that the pupil shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the Institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years. Indigent blind persons residing in Maine, New Hampshire, Vermont, Connecticut and Rhode Island, by applying as above to the Governor, or "the Secretary of State," in their respective States, can obtain warrants for free admission.

The relatives or friends of the blind who may be sent to the Institution are requested to furnish information in answer to the following questions:—

1. What is the name and age of the applicant?
2. Where born?
3. Was he born blind? If not, at what age was the sight impaired?
4. Is the blindness total or partial?
5. What is the supposed cause of the blindness?
6. Has he ever been subject to fits?
7. Is he now in good health and free from eruptions and contagious diseases of the skin?
8. Has he ever been to school? If yes, where?
9. What is the general moral character of the applicant?
10. Of what country was the father of the applicant a native?
11. What was the general bodily condition and health of the father,—was he vigorous and healthy, or the contrary?
12. Was the father of the applicant ever subject to fits or to scrofula?
13. Were all his senses perfect?
14. Was he always a temperate man?
15. About how old was he when the applicant was born?
16. Was there any known peculiarity in the family of the father of the applicant; that is, were any of the grand-parents, parents, uncles, aunts, brothers, sisters or cousins blind, deaf or insane, or afflicted with any infirmity of body or mind?
17. If dead, at what age did the father die, and of what disorder?
18. Where was the mother of the applicant born?
19. What was the general bodily condition of the mother of the applicant,—strong and healthy, or the contrary?
20. Was she ever subject to scrofula or to fits?
21. Were all her senses perfect?
22. Was she always a temperate woman?
23. About how old was she when the applicant was born?
24. How many children had she before the applicant was born?

25. Was she related by blood to her husband? If so, in what degree —first, second or third cousins?

26. If dead, at what age did she die, and of what disorder?

27. Was there any known peculiarity in her family; that is, were any of her grand-parents, parents, uncles, aunts, sisters, brothers, children or cousins either blind, or deaf, or insane, or afflicted with any infirmity of body or mind?

28. What are the pecuniary means of the parents or immediate relatives of the applicant?

29. How much can they afford to pay towards the support and education of the applicant?

For further particulars, address the DIRECTOR OF THE INSTITUTION FOR THE BLIND, South Boston, Mass.

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FORTY-FOURTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts Asylum for the Blind.

OCTOBER, 1875.

BOSTON:
WRIGHT & POTTER, STATE PRINTERS,
79 MILK STREET (CORNER OF FEDERAL).
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PUBLIC DOCUMENT..... .....No. 27.

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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND,
BOSTON, Nov. 5, 1875.

To the Hon. OLIVER WARNER, *Secretary of State.*

DEAR SIR:—I have the honor to transmit a copy of the Forty-Fourth Annual Report of this Institution, for the use of His Excellency the Governor and of the Legislature.

Respectfully,

SAM'L G. HOWE,
Secretary.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND,
BOSTON, Sept. 30, 1875.

To the Members of the Corporation.

GENTLEMEN: — It has again become the duty of the undersigned, Trustees, to whom you and the Executive of the Commonwealth have committed the care of this Institution, to submit to you, and to the members of the Legislature, our Report for the year ending September 30, 1875.

This record of the events which have occurred during the past twelve months will be concise and brief, for the following reasons:—

First. Because the last report of the Trustees, and that of the Director, treated *in extenso* of the history, progress, and condition of the Institution, besides touching upon a variety of topics concerning the education of the blind in general; and

Second. Because in the annals of a public institution which has already attained a certain degree of steady and systematic usefulness, the lapse of a year is seldom likely to bring about events of great public importance or general interest.

Statistics and Health.

The report of the Director sets forth in detail the usual statistics, and the condition of the various departments of the Institution.

The number of blind persons connected with the establishment, as pupils, teachers, domestics, and work men or women, is 176.

The statistics of entrances and discharges, and the particulars of the internal management of the Institution, are reported to our Board by the Director at stated times, so that we are kept informed of all the details of the administration.

There have been no cases of severe disease, and no deaths, among the inmates of the Institution during the past year. Of the epidemics prevalent in Boston and vicinity during the winter, only the measles entered its walls; but these were of a light character, and caused no serious interruption of the work.

A wholesome diet is provided, and great attention paid to carrying out the sanitary regulations of the establishment.

Finances.

The financial condition of the Institution is very satisfactory. It is exhibited in the report of the Treasurer, Mr. Henry Endicott, which is hereto appended.

The total receipts during the year were $68,600.13. The total expenditures, including amount paid for stock to be manufactured in the work department,

$66,164.68. This leaves a cash balance of $12,862.57, against $10,427.12 on hand October 1, 1874.

The report of the Treasurer is accompanied by an analysis of the Steward's account, showing the principal articles consumed, their quantity and cost.

The Trustees take this opportunity of expressing their obligation to Mr. Endicott, for the courteous and satisfactory manner in which he has discharged the duties of his office. They also earnestly request that the members of the Corporation will satisfy themselves, by actual examination, that the funds of the Institution are wisely and frugally applied, and that every dollar received, either from the State or from individuals, is properly acknowledged and accounted for.

Bequests.

It is gratifying to report that, although many new and important objects of benevolence are engaging the public attention, yet the interest felt in this Institution continues undiminished. The establishment has always had warm friends; and the community which gave it, in its infancy, such benefactors as Perkins and Oliver, Todd and Brooks, Rotch, Gray, May, and many others, has not exhausted its interest in the welfare of the blind, but has added to the above noble list, within the last few years, the names of Hudson, Roche, and Templeton, and more recently that of Mrs. Ann White Vose.

This generous and benevolent lady, in bequeathing a large property to educational, charitable, and religious institutions, did not forget ours, but left

to it the sum of ten thousand dollars, to be held as a permanent fund. An establishment more worthy of remembrance in the disposal of property by benevolent bequest, than this Institution, can hardly be imagined. It proposes to relieve one of the severest afflictions which are permitted to fall upon a portion of the human race, and its efforts have been rewarded with very gratifying success. The Trustees, in their own name, and in behalf of the blind, acknowledge their gratitude for the gift.

Supervision under the Board of Education.

We take pleasure in informing the Corporation that the Institution has been placed by law under the supervision of the Board of Education, instead of that of the Board of State Charities.

Although purely educational in its character, aims, and purposes, it was liable, until last year, to be classed among the eleemosynary establishments of the State. This change of jurisdiction, removing as it does all risk of misunderstanding regarding the character of the Institution, has given great satisfaction to its pupils and friends.

Director and Assistants.

The establishment has continued under the charge of Dr. S. G. Howe, who has been supported by a corps of assistants and attendants long tried and well trained.

The officers and employés engaged in the service of the Institution, taken as a whole, are persons of superior natural ability and good culture, distin-

guished by their industry, devotion, generous ambition, and high moral character. They have not only become interested in the progress and improvement of their pupils, but they also labor zealously for the elevation of the blind in general.

Causes of the Present Condition of the Blind.

The good effected by the efforts of such a band of earnest workers can hardly be overestimated; and when we reflect that there are in different parts of our Union some twenty-eight such companies, we can understand one of the causes which have contributed to raise the mental and moral condition of the blind in the United States, as it certainly has been raised within the past forty years, above that of the blind in other Christian countries.

Among the instrumentalities which have brought about this happy result, our Institution has been a leading and very important one, and the blind of New England stand among the foremost of their class.

The example of this Institution has also been of great value to persons seeking to found similar educational establishments in other parts of the world. The happy results of its system of training and education may be seen in the numbers of respectable, thriving, and industrious blind men and women in different parts of New England, who are earning their livelihood by their own exertions; and every year adds new and encouraging examples to swell the list of the self-supporting blind.

The value of this establishment to the blind is increased by the fortunate fact that its advantages are distributed in such wise that their acceptance does not involve any feeling of dependence. It is in no sense alms or charity, in the common acceptation of the word, which the blind receive here; but a public provision, paid for out of the common stock gathered up from the taxation of all citizens, and to this provision the blind children of the Commonwealth have the same right as the seeing.

It will be seen from the foregoing statement that a great change has been wrought in the actual condition and mental and moral status of the blind, during the last half century, and there is reason to hope for a yet greater improvement in the future. Blindness and beggary are still almost synonymous in many European countries, and we all know the paralyzing effects of a consciousness of dependence upon alms-giving, however kindly it may be disguised. These two terms—blindness and beggary—have been forever disunited in this country.

Such considerations ought to, and do, encourage our hearts and strengthen our hands.

Much as has been already accomplished, however, the work hitherto done should be regarded as merely a prelude to that which is to come. Forty-five years are not a long period in the history of such a movement as this, and the art of teaching and training the blind is still to be considered as comparatively new. The institutions specially devoted to it are indeed numerous; but many of them are in many respects ill-provided. The advances ours has made,

and the instrumentalities it possesses, show not only how much has been done in a few years, but how much more may yet be effected, and how much greater progress made.

To accomplish this, several things are necessary.

First. That public interest should be kept alive on the subject, and people of all classes made to regard the education and encouragement of the blind as a social necessity and moral duty.

Second. That some from among our eminent citizens, who have the ability and leisure, should devote a portion of their time to the study of the subject.

Third. That the wealthy should contribute of their means.

Fourth. That the State should continue to grant direct aid from the public treasury, and the municipalities to favor and facilitate the admission of indigent pupils.

Finally. That the great community at large should be prepared to receive back into its bosom, and furnish with employment, those of the blind who have been educated in, and graduated from, its public institutions.

Progress in this direction is only to be made by the expenditure of thought, study, labor, and money.

Instruction, Books, and Apparatus.

The Institution is in an excellent condition in all its departments, and continues to grow in usefulness and importance from year to year. The modes of instruction followed in its various departments are of the most approved character, and its graduates

will bear comparison in point of intellectual attainment with those of any of our public schools. Its instructors are unexceptionable in point of character and ability, and its appliances are extensive and well selected. Its musical and tuning departments, supplied with an excellent corps of zealous and talented instructors, and furnished with a complete collection of piano-fortes, organs, and all the instruments necessary for a thorough musical education, are the best of the kind in the world.

Any unprejudiced and fair-minded person will find, on careful examination, that the management of the Institution has spared neither pains nor expense since the time of its foundation, either in making improvements in the art of printing embossed books and constructing school apparatus for the blind, or in introducing such of those made elsewhere as seemed best calculated to benefit its pupils and to promote their real interests.

The establishment has thus come to possess an extensive library, containing all the important books printed for the use of the blind in this country and in Europe, as well as a large collection of globes, relief and dissected maps, ciphering-boards and types, tablets for point-writing, etc., etc.

Trades and Telegraphy.

Mention has been made in previous reports of the detriment sustained by blind workmen from the application of machinery to some of the trades in which they are employed.

Every year brings new inventions and innovations,

and every year the hand laborer finds that his wares are less in demand than the preceding. It is very plain whither this leads. New paths of industry must be opened to the blind, as well as to the seeing workman, who loses his bread by the rapid march of improvement, which, although beneficial to the many, is sometimes disastrous to the individual.

The need of a more extended field of labor and employment for the blind has been particularly felt, and different modes of supplying the deficiency have been suggested.

It has been thought that blind people might be successful in filling travelling agencies, and the experiment has been tried with satisfactory results. An intelligent young blind man, with good talent for business, makes an excellent travelling agent for any house. It is not probable, however, that any great number will at present find occupation in this calling. Their introduction as agents will probably be gradual.

Harness-making has proved to be one of the trades at which the blind can work to advantage. It has been successfully tried in the Arkansas School for the Blind, and its adoption by other institutions was recommended at the last meeting of the American Association of Instructors of the Blind, held at Batavia.

There is, however, a trade less laborious and more lucrative which we would gladly see opened to the blind; to wit, that of telegraphy. It is very desirable that the intelligent blind youth of the present day should become initiated in this art. Its operations are simple, and its practice may be made very profit-

able. The machinery used is not of a dangerous nature, and an intelligent young blind person could easily learn its management. It is well known that the clerks employed in telegraph offices to receive messages, depend mostly upon the sense of hearing for their interpretation, and there is no doubt that blind people could be taught to receive these messages with as great facility as the seeing.

The cost of establishing telegraphic communication between our main building, cottages, school-house, engine-house, workshop, and stable would be small, and our pupils could be gradually instructed in the art of receiving and transmitting messages.

There is every reason to believe that proficiency in this most modern of all the modern trades and callings would prove of great benefit to our graduates in after-life, since, although all could not hope to turn such knowledge to account, there would, doubtless, be many to whom its possession might prove useful and profitable. The plan is simple and practical, and its introduction might result in great advantage to the blind.

Separation of Adults from Juveniles.

Persons not familiar with the organization and workings of an institution of this kind, have the erroneous idea that old and young are thrown together, and that the adult blind and children mix indiscriminately in its work-rooms and classes. This is far from being the case, and would be no more admissible than in schools for education of ordinary youth.

In the first place only a limited number of adults is received, the principal object of the school being the education of blind youth; but even the few who are admitted as apprentices, are lodged by themselves, in separate quarters, and go daily to their work in the department for adult blind men and women. This department is conducted on the principle of entire separation from that of the juveniles. The persons therein employed stand in the same relation to the Institution that ordinary workmen hold to factories and similar establishments. Nothing more is expected from them than is required in all well-regulated workshops. They must come punctually to the shop, and occupy themselves diligently during work hours. After that they go their own ways to their several homes, while the few apprentices boarding at the Institution go directly to their separate quarters.

Conclusion.

In closing this Report, the Trustees are happy to state that the affairs and interests of the Institution are managed judiciously and satisfactorily. Nothing is omitted, within the means of the establishment, which may contribute either to the improvement of the pupils, or to the comfort and safety of the household; while, at the same time, everything is done under the guidance of wise economy and prudent management. The various departments are all judiciously arranged, and the whole system of instruction and training is calculated to fit the pupils for a life of respectability and usefulness.

Finally, we cordially invite the members of the Corporation, and those of the Legislature, and the Executive of the Commonwealth, to visit the Institution as often as they conveniently can, and to make themselves thoroughly acquainted with all its workings. We feel confident that they will find satisfactory evidence that the general harmony and goodwill which prevail throughout the establishment, the zeal of its officers and teachers, and the comfort and improvement of all its inmates, are subjects for heartfelt congratulation.

For details respecting the condition of the several departments of the Institution, we refer you to the report of the Director, hereto appended.

All of which is respectfully submitted by

ROBERT E. APTHORP,
EDWARD N. PERKINS,
JAMES STURGIS,
JOSEPH B. GLOVER,
JOHN S. DWIGHT,
GEORGE W. WALES,
JOSIAH QUINCY,
HENRY LEE HIGGINSON,
ANDREW P. PEABODY,
FRANCIS BROOKS,
SAMUEL G. SNELLING,
J. THEODORE HEARD,

Trustees.

BOSTON, Oct. 20, 1875.

At the annual meeting of the Corporation, summoned according to the by-laws, and held this day at the Institution, the foregoing was adopted and ordered to be printed, and the officers for the ensuing year were elected.

SAMUEL G. HOWE,
Secretary of the Corporation.

OFFICERS OF THE CORPORATION.

1875-76.

President.

SAMUEL ELIOT.

Vice-President.

JOHN CUMMINGS.

Treasurer.	Secretary.
HENRY ENDICOTT.	SAMUEL G. HOWE.

Trustees.

ROBERT E. APTHORP.	JOSIAH QUINCY.
EDWARD N. PERKINS.	HENRY LEE HIGGINSON.
JAMES STURGIS.	JOHN S. DWIGHT.
JOSEPH B. GLOVER.	FRANCIS BROOKS.
GEORGE W. WALES.	ANDREW P. PEABODY.
SAMUEL G. SNELLING.	J. THEODORE HEARD.

Monthly Visiting Committee:

Whose duty it is to visit and inspect the Institution at least once in each month.

1876.		1876.	
January,	R. E. APTHORP.	July,	A. P. PEABODY.
February,	FRANCIS BROOKS.	August,	E. N. PERKINS.
March,	J. S. DWIGHT.	September,	JOSIAH QUINCY.
April,	J. B. GLOVER.	October,	S. G. SNELLING.
May,	J. T. HEARD.	November,	JAMES STURGIS.
June,	H. L. HIGGINSON.	December,	GEO. W. WALES.

THE REPORT OF THE DIRECTOR.

To the Board of Trustees.

GENTLEMEN:—The quarterly reports which I have had the honor of submitting to you, have narrated passing events, and set forth in detail the operations of the divers departments of this Institution. The following may be considered as a review or *résumé* of those reports, accompanied by some thoughts and reflections upon various topics of interest connected with the subject.

The past year has been one of general prosperity with the Institution.

There were one hundred and eighty-two blind persons connected with the establishment at the beginning of the year. There have entered since, thirty; thirty-six have been discharged; so that the present number is one hundred and seventy-six.

Of these, one hundred and fifty-nine are in the school department proper, and seventeen in the work department.

The first class includes one hundred and forty-seven boys and girls enrolled as pupils and apprentices, seven teachers, and five domestics.

The second class comprises thirteen men and four women employed in the workshop for adults.

The number of applicants is steadily increasing, and all whose age and condition render them fit subjects for education at an institution of this kind are promptly admitted.

General Health, etc.

The health record of the Institution varies, of course, from year to year.

No deaths have occurred in the establishment for a number of years, but the health of the household is necessarily more or less affected by the condition of the surrounding neighborhood.

Scarlet fever, diphtheria, and measles were prevalent in Boston during the winter, but only the last named of these epidemics penetrated within the walls of the Institution, and that in a very light form.

On the first appearance of the disease, notice was sent to parents and friends, and all necessary measures were taken for the care of the sick. The little patients, eight in number, were kept in a ward by themselves, and were carefully nursed and tended. All recovered quickly; and with this exception, the health record has been as good as usual. Indeed, in the girls' cottages, it has been better perhaps than that of the community at large. There have been no epidemics and no cases of serious disease, or even of severe indisposition.

This exemption may be regarded as the legitimate result of careful supervision, and a system of training and regimen, based upon the laws of hygiene and physiology, and sanctioned by long experience and almost uniform success.

System of Instruction and Training.

As has been stated in previous reports, this Institution is not intended to be an asylum, but a school for blind youth of both sexes. It proposes, not to provide them with a permanent home, or temporary refuge, but to furnish them with the facilities for a thorough practical education, and thus enable them to become self-supporting.

To this end a system of instruction and training has been adopted, which, although not differing in its main points from those used in our public schools, is in some of its details better adapted to the peculiarities of the class of children for whose special benefit it is intended. This system is broad and liberal in its views, and practical in its purposes. It is conducted upon sound principles, and aims at attainable results. It is free from vague theories and Utopian ideas.

Among the instrumentalities employed for carrying it out, the following are the principal:—

First. Study in the school-room, accompanied by oral instruction given by competent teachers.

Second. Lessons and practice in vocal and instrumental music.

Third. Thorough practical training in tuning and repairing piano-fortes, with study of their mechanism.

Fourth. Instruction in some simple trade, and work at some domestic or mechanical occupation.

Fifth. Plenty of regular physical exercise, both in the open air and under shelter.

The main object of all these instrumentalities is to give to the pupils a store of useful knowledge; to develop in them the æsthetic sense; to train them up in virtuous and industrious habits; to cultivate and strengthen their mental and bodily powers by systematic and constant exercise; and, lastly, to make them hardy and self-reliant, so that they may go out into the world, not to eat the bread of charity, but to earn a livelihood by honest work.

The pupils' time is divided between the various occupations of the school-rooms, music and tuning rooms, and work-rooms; but the several departments of the establishment are so organized that they work harmoniously, and there is no friction between any of the parts.

The School Proper.

Nearly the same course of study has been pursued by the pupils in the intellectual department as in the preceding years, and generally with great thoroughness. Reading, spelling, writing (both with a pencil and in points), arithmetic, geography (civil and physical), history (modern and ancient), natural philosophy, physiology, geometry, algebra, astronomy, rhetoric, civil government, and mental philosophy, are carefully taught and eagerly acquired.

This course embraces all the branches taught in our best common schools, and most of our pupils give as close attention, and understand their lessons as well, as seeing scholars of the same age.

German and Latin, and sometimes French, are taught to special classes; but our principal design is to

give to all our pupils a good, solid English education, and to enable them, not only to acquire a creditable amount of general knowledge and useful information, but to impart it to others with accuracy and clearness.

The various divisions into which the pupils are classed were reorganized at the close of the last term. Some of the old classes have been recast, and new ones formed.

There is great difference in the ages and condition of our scholars, as well as in the advantages which they have enjoyed, and the training they have received, before entering the Institution. Some of them have attended school, and acquired a fair amount of knowledge, before losing their sight. Others, although born blind, have been taught at home to distinguish the letters of the embossed alphabet, have been trained in spelling, and have been instructed in the elements of arithmetic and geography. Others, again, do not know the capital of their own State, and have never heard of the multiplication-table. In order to do justice to all, our classes are necessarily small, and the number of teachers large. This, of course, increases the cost of instruction; but cheapness is no more applicable in equipping an educational establishment, than in officering and fitting up an army. Indeed, of all kinds of poor economy, that which will admit the packing a large number of pupils of different ages and mental capacity into one large division for the sake of saving the salary of an additional teacher, is the poorest.

The school is under the charge of six young ladies,

three of whom teach principally in the boys' department, and three in the girls'.

These ladies are well fitted for the positions which they occupy. They are earnestly interested in the calling they have chosen; and the patience and devotion which they have shown in the discharge of their duties is steadily winning for them the esteem and affection of their pupils, and the appreciation and confidence of the management of the Institution.

Department of Music.

Great attention has continued to be paid during the past year to the study of music, both in its practice as an art and in its theory as a science.

Instruction has been given to a large number of the pupils by a corps of five talented and able resident teachers, assisted by a few of the advanced scholars, and great facilities for musical culture have been afforded. The services of eminent professors in the city have been promptly employed whenever special instruction on some particular instrument was required; and one of the best vocal teachers in Boston has been, and is still, giving lessons in singing and vocal training to an advanced class.

Some of our blind people have also profited at times by the instruction given in the conservatories of music.

Opportunities for hearing the works of the best masters interpreted by prominent artists, have been eagerly sought and amply enjoyed by our students of music. In fact, nothing has been omitted which can contribute to the improvement of the ear, the

culture and refinement of the taste, or the attainment of excellence in the art.

Our collection of the necessary appliances for a thorough musical education is more complete, and in better condition, than ever before. New instruments have been added during the past year, and several of the older ones repaired and put in good order. Our piano-fortes are numerous, and in excellent condition, and our facilities for thorough practice are uncommonly good. The large church-organ, as well as the three smaller ones, does excellent service in our system of musical education.

Most of our pupils show a keen appreciation of these invaluable facilities, and many of them try by steady application and unflagging industry to turn them to the greatest advantage. A class of advanced scholars have given considerable attention to the study of the literature of music, and a great amount of matter referring to this subject has been written out by them in the Braille system. In short, the condition of our musical department continues to be as flourishing as can be desired, and new recruits from the more talented among the pupils are continually swelling its numbers.

This department is necessarily regarded as one of the most important instrumentalities in our system of training. A good course of musical instruction, while affording an abundant source of pleasure to the blind, is one of the most effective agencies in imparting to them a thorough general education. It gives to our pupils a certain degree of culture, and develops their æsthetic sense. It refines their taste, and contributes

to the elevation of their character; and, above all, it puts them in a position to compete successfully with those who have been better fitted by nature for the battle of life, and secures to them the means of earning a respectable livelihood, and even of laying up a comfortable competency.

Tuning Department.

Special attention has for many years been paid in this Institution to the art of tuning and repairing piano-fortes, and no pains or expense has been spared in providing the best means of instruction in this important calling.

The system of training pursued in our tuning department is both thorough and comprehensive. The lessons are accompanied by a constant examination and study of the mechanism of the piano, which renders the pupils familiar with the principles upon which the instrument is constructed, and enables them to acquire a thorough knowledge of its parts and workings.

Our advanced class of tuners have excellent opportunities for practical observation and improvement in their art. Besides their regular daily practice, they tune all the piano-fortes of the establishment, and those of our customers. Last year they took to pieces and thoroughly reintegrated a number of old piano-fortes, putting in new hammers and strings, and rendering the instruments as good as new. The work was done in a very satisfactory manner, and its execution afforded the pupils an excellent opportunity for studying the internal mechanism of piano-

fortes. Such practice is as valuable to tuners as the study of anatomy is to physicians or surgeons. It gives them a thorough command of their art, and enables them to undertake and execute the most difficult commissions successfully and satisfactorily.

The graduates of our tuning department generally meet with favor and encouragement from the public, and are, as a whole, successful. Most of them earn a good livelihood by tuning and repairing piano-fortes for private families, while a few are employed in factories.

There is a strong pressure for admission into this department, and our young blind men are generally very anxious to learn to tune.

This is natural. The art of tuning is a lucrative one, and its practice is not nearly so difficult as that of some other callings. It does not require of its devotees that special talent, and those high mental qualifications, which are indispensable requisites in a good teacher of music. It is mechanical, rather than scientific. A young blind man, drilled in the elements of music, and endowed with a good ear and a fair amount of mechanical skill, can learn without difficulty to tune and repair piano-fortes; while very few men, whether seeing or blind, can become first-class musicians.

But, difficult as the task is, we are obliged to resist this pressure, and to be very careful in the selection of candidates. A tuner, as well as a teacher, must not only be master of his art or profession in all its details, but a man of stainless character, of good address and natural refinement. He must

be clean, tidy, and free from objectionable habits. He must win, by his skill and manners, the confidence and esteem of his customers, otherwise he will not be allowed to enter their parlors for any length of time, and will thus injure, not only his own prospects, but the reputation of others belonging to the same class with himself. People may be willing to confide their old furniture to a common blind workman for repairs, or even to buy the wares of a poor blind artisan in order to help him, but they will not intrust the instruction of their children, the care of an expensive piano-forte, or the use of their parlor to an ignorant, unscrupulous, rude, or untidy man.

No teacher of music, performer, or tuner of piano-fortes, is indorsed by this Institution, or recommended to the patronage of the public, unless his instructors here have been able conscientiously to give him certificates of ability and skill in their special branches.

Work Department.

The report of this department for the past year must necessarily be brief, as no changes have occurred, nor any new developments taken place in its workings.

In the juvenile department, the boys have been taught to seat cane-bottomed chairs; and some of them have worked successfully at this trade. Brooms have also been made during a part of the year; but the broom-corn market has been so irregular, and its prices so exorbitant, that we have been unable, during most of the time, to obtain a good supply of stock at a reasonable, or, indeed, at any price.

In the department for adults, the men have been kept as busy as usual, and a fair amount of work has been done. Considering the general state of business in this and other countries at this time, and its effect upon all kinds of industry, our work department is not any more depressed than other similar enterprises in this community.

The balance against this department for the past year, is $2,764.81; and the amount paid to blind men and women for work done by them, $3,471.21.

Government and Discipline.

The government of the establishment is, in its main features, the same as that of any well-regulated family in the neighborhood. It is neither based on arbitrary rules, nor on such unreasonable exactions as would tend to isolate the pupils from general social relations and influences, and develop in them monastic habits. Of course, the size of our household, and the thorough and systematic performance of our work, require such special regulations as are necessary to avoid confusion, and to secure the regular and unobstructed movement of all parts of the machinery; but even these are few in number, and of a very simple character.

The discipline of the school has been conducted on the same general principles as heretofore. No corporal punishment, or harsh treatment of any kind, has been allowed. Moral suasion, accompanied by kindness and gentle firmness, forms the main feature of our system of discipline; and our pupils have conducted themselves in such a way as to prove

its efficacy. Not only have they shown that eagerness for study, and desire for mental improvement and æsthetic culture, which are characteristic of the blind generally, but they have, moreover, been almost uniformly docile and well-behaved. Though under the instruction, and, for the most part, under the government of young women, they have, nevertheless, rendered ready obedience to all that has been required of them.

Education of the Blind.

Books, Apparatus, etc.

In a report on printing embossed books and making apparatus for the use of the blind, submitted to the American Social Science Association by its special committee, and read at the general session held at Detroit in May last, a somewhat one-sided view was given of what has been done in this direction.

The author of this document, after pronouncing the appliances used in teaching the blind antiquated and insufficient, recommends that the care of producing suitable books and apparatus for their use should hereafter be intrusted to men following the calling of mechanics.

The following remarks are offered, rather in deference to the wishes of friends of the Institution, than from a feeling that the establishment itself needs any defence or other testimony to its usefulness, than that of the hundreds of well-taught graduates now living as industrious and respected citizens in

different parts of New England and of the United States in general.

In all the branches of instruction for the blind, aid and assistance are derived from the use of books and apparatus adapted to the sense of touch; but, as has formerly been stated in these reports, the common notion that the sole or chief reliance is placed upon books printed in raised letters is erroneous. The most important thing is oral instruction,—the living word fresh from the teacher's lips. Text-books for the blind, like those for the seeing, are very useful when employed as sticks to walk with, and not as crutches to lean upon. But, although text-books play an important part in the instruction of any pupil, books of history, science, and general information are equally indispensable, if not more so; and this is fully as much the case with the blind as with the seeing. For this reason the work of creating a library engaged my attention from the date of the foundation of this Institution, no less than that of devising such implements as were needed in order to enable the blind to write, cipher, and acquire a knowledge of geography.

I arranged an alphabet and planned such improvements in the printing of books and construction of apparatus as seemed to me necessary to reduce them in size and cost, increase the facility with which they were used, and promote their adaptability to the purposes for which they were made. A press was ordered, the means of fitting up a printing-office were raised, and the work was begun. It was carried on vigorously and successfully; and in a few years

thousands of copies of some select text-books and books of reference were printed, and all kinds of appliances and apparatus adapted to the sense of touch were made here, and put in the hands of the blind in this country and in England. As there was nowhere a permanent fund to support this enterprise, however, I had great difficulty in begging the money from various sources; but, although the obstacles were numerous and sometimes disheartening, the work was carried on with occasional interruptions until very recently, when it was again stopped for lack of means.

In all these years, and under all circumstances, this Institution has never ceased to make improvements in the processes and appliances for printing books, embossing maps, and constructing apparatus for the use of the blind. Its management has always been eager, not only to increase the facilities for their instruction and training, and to profit by the experience of those engaged in the work elsewhere (without failing to acknowledge *suum cuique*), but to give encouragement to all other establishments desirous of promoting the same ends.

Library.

Thus our establishment possesses a large library composed of valuable books in embossed letters of various kinds, printed in this country and in Europe. With this a circulating library is connected, from which, not only the graduates of our own school, but the blind of New England, and many in other parts of the United States, borrow books for reading at home, without charge.

Maps and Globes.

The facilities which this Institution affords for the study of geography, are equal to those offered in our best public schools. There is in our establishment a large supply of maps and globes of different kinds, sizes, and materials, made in various parts of the world.

The most perfect wall-maps in relief, are those made here for the use of our own pupils, as well as for the accommodation of other establishments. They are renewed as often as necessity requires, and improved by such alterations and additions as careful study and the light of experience suggest.

One was made last year, and we are now preparing to execute a complete new set. The maps recently constructed are far superior to those made thirty years ago.

To these have been added, at different times, numerous maps and globes adapted to the sense of touch, made in Germany, England, France, Belgium, Switzerland, and Italy. A more complete collection than ours can hardly be found.

I have also imported a number of embossed maps for class work from England. The outlines of these maps are bold and stiff, and their finish is very satisfactory. They are durable, and may be imported for a mere trifle, so that each pupil can have one at his desk. Indeed they cost less than the materials alone would cost here.

For these, as well as a number of other useful appliances, the blind are indebted to Dr. T. R.

Armitage, the indefatigable Secretary of the British and Foreign Association for promoting the education and employment of the blind.

Dissected maps were introduced into this Institution as early as the year 1839, and their importance in the study of geography was fully appreciated. But although no efforts were spared in improving the construction of these maps, they were for many years far from satisfactory. At length Mr. B. B. Huntoon, Superintendent of the Kentucky Institution for the Blind, has succeeded in modelling the best dissected maps for physical geography ever yet made. The management of this Institution has promptly patronized the enterprise, and offered to encourage its continuance. This set of maps will, when completed, prove a great addition to the facilities for the study of geography both by blind and seeing children, as well as an ornament to any school-house.

Ciphering-Boards and Types.

The ciphering-boards, or slates, used in this Institution, are as perfect as can be made anywhere. The original ones were imported from Europe in 1832. They were of lead, and were very clumsy and unsatisfactory. They were modified, however, under my supervision, their utility increased, and the process of performing mathematical problems with them simplified. But George Eaton, one of our graduates, has made a wooden board which surpasses all others, and is now extensively used. It is neat, light, and very convenient. It is also quite durable, being made mostly by hand; the square holes are not per-

forated, but made by fitting strips of hard wood crosswise into a frame, and fastening them in firmly.

The types first introduced here from Europe were no less objectionable than the slates. They were of lead, and not only soiled the fingers, but had in some cases a slightly injurious effect upon the fineness of the touch. Wooden ones were made by Mr. Eaton, but were too light, and easily displaced and lost. We next attempted, a few years since, to introduce types made of porcelain; but this proved unsuccessful, since the amount of work required for the process of polishing and finishing rendered them too expensive for common use.

Finally, after many unsuccessful trials, I had glass types cast, which have given great satisfaction, and taken the place of all other kinds.

Writing-Cards and Tablets.

The appliances furnished by this Institution for writing according to all the various systems now in use, are worthy of mention for their variety and moderate cost. Our grooved paste-boards, for common or square handwriting, meet with great favor. They are well made, strong, and convenient, and are in extensive use in this country, in Canada, and in England. A supply of five hundred was recently exhausted in a short time, and a new one of nearly a thousand is at hand to meet the demand.

Tablets for point-writing of all kinds are also furnished here, at an expense varying from one dollar and twenty cents to two dollars apiece. It is hardly possible to reduce the price of these tablets without

affecting their durability and utility. Our supply consists of a variety of tablets made here as well as in Indianapolis and London, and our pupils have the privilege of choice.

Thus our facilities for point-writing are unsurpassed, and, with the exception perhaps of the New York Institution, there is more literary and musical matter "pricked" here than in any other Institution in the country.

General Remarks.

Such is, in brief, the history of the art of printing for the blind in this country, and such are the facilities afforded for their instruction. A thorough examination of these facilities will show that this, as well as most of the leading institutions for the blind in America, is amply provided with the apparatus necessary for imparting to its pupils a liberal, and, at the same time, a thoroughly practical education. Neither pains nor expense has been spared for this end, and much thought and study have been devoted to the increase and improvement of apparatus. Indeed, all the new inventions and processes, about which so much is said in the report of the committee of the American Social Science Association, have long been in use by the American Printing-House at Louisville, Kentucky, with great success.

Although most of these plain facts would be apparent to a candid and impartial observer, they have been little attended to by the committee of the American Social Science Association, and the whole

system of the education of the blind has not been impartially represented in their report.

As a tree is judged by its fruit, so is a system of education by its results. A high standard of scholarship can no more be attained in an educational establishment lacking the proper methods and scantily provided with the most indispensable tools, than good fruit can be brought forth by corrupt trees.

Let us now consider the results of the system of education for the blind adopted in this country, and judge it thereby. In order to do this properly, however, we must look back through a few pages of history, examine the social and moral condition of the blind in Europe and in this country, and draw a brief comparison between the two.

In many Christian countries, the terms blindness and beggary are not very far from being synonymous, even to-day. In England and all over the Continent the blind are still regarded as a class of dependents, and to most people the appearance of a blind person instantly suggests the idea of beggary. The efforts organized in Europe during the present century for the assistance of the blind, and the amelioration of their condition, have met with considerable success; but any one who passes by the churchyards, and through the thronged streets of the larger European cities, is frequently and forcibly reminded of old Bartimeus begging from the passers-by, cap in hand.

Fifty years ago the case was nearly, if not precisely, the same in this country; but during the last half century a remarkable revolution has been effected.

As soon as the claims of blind children to share in the benefits of common school education were acknowledged, and this privilege was conceded as a matter of right, and not of charity, special schools for the blind were established, appliances for their instruction were contrived, and a general system of education was adopted. This system was so arranged in all its particulars as to cultivate the intellect of the pupils, to improve their moral nature, and to increase their capacity for industry and self-support. It was faithfully and diligently carried out by several companies of zealous and earnest workers, and its effect upon the moral character, the mental ability, and the social position of the blind in America can hardly be overestimated. A blind man is no longer necessarily classed among paupers and dependents. Lack of sight is no longer a barrier in the way of exercising various callings and professions, and of filling positions of usefulness and distinction. There will be found among the graduates of the institutions for the blind in this country, not only ingenious mechanics and skilful work men and women, but good writers, talented musicians, and able teachers. Taken as a whole, the blind of to-day abhor the idea of dependence, and strive to become industrious members of society, and useful citizens. They are brought up to regard individual independence as one of the essentials of human happiness, and the ability to work as its only secure basis. They have, in short, so raised themselves in the esteem of their fellow-citizens, that they are no longer regarded as objects of pity or charity.

These results could not have been brought to pass by using insufficient means or antiquated appliances; nor could such men as Churchman and Sturtevant, Patten and Bacon, Penniman and Babcock, Lane, Harris, and Van Cleve, and many other graduates of institutions for the blind in this country, have distinguished themselves as they have done, as superintendents, writers, scholars, lecturers, and instructors, unless they had been brought up in schools possessing good teachers, good appliances, good books, and good methods of training.

A few words on the construction of implements for the use of the blind will close these remarks.

In contriving tools for the purpose of conveying information to the brain by means of the sense of touch, two distinct operations are to be performed.

First. The anatomy of the sense of touch, and all its relations to the nervous system, are to be studied, and plans and methods to be devised on the basis of sound scientific principles.

Second. Mechanical appliances are to be contrived for the carrying out of those plans and methods.

The first of these two operations is one requiring thought, study, and experience. It demands a person of more than ordinary mental ability. The man who undertakes it must be guided by enlightened observation and experience, and possess a thorough knowledge of anatomy, physiology, and mental philosophy.

The second operation is simple and practical. A man of mechanical ingenuity, no matter how ignorant of the sciences he may be, can contrive the necessary mechanical appliances for carrying it out.

But the contrivances of an uneducated person are not always those best adapted to educational purposes. For instance, an ordinary mechanic considers it an easy task to make a new alphabet by superimposing dots upon an embossed Roman letter of lower-case, and thus to meet the requirements of both blind and seeing; but to the experienced scholar the arrangement of these dots is a very difficult problem, requiring a little more than mere mechanical ingenuity for its solution.

Again, a skilful carpenter (a resident of Providence, R. I.) conceives the idea of making metallic guides for point-writing, large enough to cover an entire page. Experience shows, however, that there are more obstacles than facilities in the way of using such guides, and the project is therefore abandoned.

In endeavoring to benefit any class of people, it is necessary, not only to wish them well, but to know by experience what they most need, and what are the best and wisest methods of assisting them. It has been aptly remarked that philanthropy is a science; and this truth should always be borne in mind by those who have the interests of humanity most sincerely at heart.

For reasons such as these, a printing-house for the purpose of furnishing the blind with books, would be of very little use to them, if left wholly to the guidance of uneducated mechanics. An establishment of this kind, in order to do its work properly and successfully, should be under the direction of a committee of men specially fitted by culture and experience for the charge. This committee should study

the whole matter carefully in all its bearings, receive suggestions, and decide upon such improvements and alterations as they found to be based upon scientific principles, and warranted by enlightened experience.

The printing-office of this Institution, which has always been supported by voluntary contributions, is temporarily closed for lack of funds. It will be reopened, however, as soon as the requisite means for continuing its work are provided. Meanwhile the blind are furnished with books by that excellent Institution, the American Printing-House, which is pushing the work vigorously forward, and issues a number of valuable books every year. This establishment has been chartered for years, and its work is carried on in the Institution for the Blind at Louisville, Kentucky. It is managed by a board of high-minded and public-spirited men, and supported by several of the Western and South-western States. It is provided with the necessary appliances for carrying on so important a work successfully, and has for some time past made more improvements and put into practice more processes for stereotyping and reprinting embossed books than could have been devised by any company of mechanics or artisans. Its administration is guided by a liberal policy, and it enjoys the confidence, and has the hearty coöperation, of all the institutions for the blind in this country.

Respectfully submitted by

SAM'L G. HOWE.

DR. PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND, *in account with* H. ENDICOTT, *Treasurer.* CR.

To cash paid on Auditor's drafts,	$66,164 68	By balance cash on hand, Sept. 30, 1874,	$10,427 12
balance to new account Sept. 30, 1875,	12,862 57	cash from State of Massachusetts,	30,000 00
		Rhode Island,	7,975 00
		Connecticut,	3,975 00
		Vermont,	1,650 00
		New Hampshire,	1,500 00
		Work-room,	16,887 64
		Note of G. Harris,	102 50
		T. D. Roche,	601 27
		Interest on N. Y. Central R. R. Bonds,	300 00
		Dividends, Fitchburg R. R. Co,	320 00
		Dividends, Boston and Providence R. R. Co.,	300 00
		Rent, Oxford St. Estate,	549 06
		Rent, Prince St. Estate,	485 67
		Interest on deposit,	794 13
		Sundries through Dr. Howe,	3,159 86
	$79,027 25		$79,027 25
		By balance cash on hand, Sept. 30, 1875,	$12,862 57

BOSTON, Sept. 30, 1875. E. E. HENRY ENDICOTT, *Treasurer.*

The undersigned, a committee appointed to examine the accounts of the Perkins Institution and Mass. Asylum for the Blind, for the year 1874–5, have attended to that duty, and hereby certify that they find the accounts properly vouched and correctly cast, and that there is a balance in the hands of the Treasurer of twelve thousand eight hundred and sixty-two and fifty-seven hundredths dollars. The Treasurer also exhibited to us evidence of the following property belonging to the Institution: Deed of house, No. 11 Oxford St., valuation $10,500; 30 shares Boston and Providence R. R. Co., at $148 per share, $4,440; 40 shares Fitchburg R. R. Co., at $126.50 per share, $5,060; 5 bonds N. Y. Central R R., $1,000 each, at $940, $4,700.

G. HIGGINSON, } *Auditing Committee.*
A. F. FROTHINGHAM, }

Detailed Statement of Treasurer's Cash Account.

Dr.

1874-1875.				
	To drafts of the Auditors of Accounts,			$66,164 68
	cash on hand, Sept. 30, 1875,			12,862 57
				$79,027 25

Cr.

1874.				
Oct. 1.	By balance from former account cash,			$10,427 12
	Cash from rent of Prince Street estate,	$75 00		
	Less for connecting gutters with drain,	39 33		
				35 67
7.	Cash State of Massachusetts,			7,500 00
13.	" Rhode Island,			4,250 00
Nov. 2.	rent of Prince Street estate,			75 00
6.	N. Y. Central R. R. coupons,			150 00
21.	rent Oxford Street estate, Sept. 10 to Nov. 10,			150 00
Dec. 18.	note of George Harris,			102 50
1875.				
Jan. 13.	Cash rent Prince Street estate December,			75 00
29.	Cash S. G. Howe, as per following:—			
	Sale of books in raised print,	$173 99		
	Tuning,	8 00		
	Sale of brooms, account boys' shop,	17 25		
	Income of legacy to Laura Bridgman,	130 00		
	Edmund Dwight, account of T. Freany,	31 12		
	Gustavus Ryder, account of son,	140 00		
	Sale of admission tickets,	27 15		
	Fred. Mayer, account of son,	80 00		
	Sale of carryall,	40 50		
	Town of Richmond, acc't Woodmansie girls,	22 83		
	Receipts of work department:—			
	For October, $1,857 69			
	November, 1,477 02			
	December, 1,271 36			
		4,606 07		
				5,276 91
Feb. 1.	Cash, interest on deposit,			433 38
17.	State of Massachusetts,			7,500 00
April 1.	" "			7,500 00
2.	rent Prince Street estate, January,			75 00
	Amount carried forward,			$43,550 58

	Amount brought forward,			$43,550 58
1875.				
Apr. 13.	Cash S. G. Howe, as per following:—			
	Mrs. E. Fraser, account of son,		$425 00	
	Mrs. Lodge, present to Laura Bridgman,		50 00	
	Income of legacy to " "		80 00	
	Sale of books in raised print,		74 06	
	of brooms, account boys' shop,		63 24	
	Tuning,		26 50	
	Sale of writing-boards and slates,		18 53	
	of old barrels, etc.,		27 01	
	of soap grease,		28 44	
	of tickets of admission,		11 85	
	Mr. Bolles, account of son,		4 60	
	Proceeds of concert at East Boston,		11 80	
	Receipts of work department:—			
	January,	$1,222 33		
	February,	866 81		
	March,	1,138 16		
			3,227 30	
				4,048 33
May 3.	Cash dividend Fitchburg Railroad Co.,			160 00
	" Boston & Providence Railroad Co.,			150 00
10.	rent Oxford Street estate, Nov. 10 to March 10,		$300 00	
	Less water tax,	$32 25		
	repairs,	18 69		
			50 94	
				249 06
June 1.	Cash rent of Prince Street estate, February,			75 00
2.	Thos. D. Roche legacy,			601 27
12.	rent Oxford Street estate, March 10 to April 10,			75 00
29.	N. Y. Central Railroad coupons,			150 00
July 1.	State of Massachusetts,			7,500 00
20.	" Rhode Island,			3,725 00
	" Vermont,			1,650 00
22.	rent Prince Street estate, March,			75 00
31.	Cash S. G. Howe, as per following:—			
	Dividend on insurance,		$10 90	
	S. G. Howe, board of horse,		133 14	
	Halifax Institute, for books,		71 15	
	S. G. Howe, for repairing piano,		32 00	
	School for I. & F. M. Youth, repairing piano,		80 00	
	State of Connecticut, for beneficiaries,		3,975 00	
	Amounts carried forward,		$4,302 19	$62,009 24

	Amounts brought forward, ...		$4,302 19	$62,009 24
1875.	Receipts of work department:—			
	For April, ...	$1,340 09		
	May, ...	1,559 76		
	June, ...	1,614 49		
			4,514 34	
				8,816 53
Aug. 1.	Cash interest on deposit, ...			360 75
2.	rent Oxford Street estate, April 10 to May 10, .			75 00
Sept. 2.	Prince Street estate, April, ...			75 00
30.	dividend Fitchburg Railroad Company, . .			160 00
	" Boston & Providence Railroad Co., .			150 00
	Cash S. G. Howe, as per following:—			
	State of New Hampshire, acct. beneficiaries,		$1,500 00	
	A. M. Wade, account of son, . . .		300 00	
	Sale of soap grease, ...		47 67	
	of brooms, account boys' shop, . .		24 59	
	of old junk, etc., ...		21 17	
	Tuning, ...		3 20	
	Sale of pricking slates, ...		32 35	
	of admission tickets, ...		33 04	
	of books in raised print, . . .		193 00	
	Sales-room, for use of horse and wagon, .		500 00	
	Board of clerks one year, ...		185 78	
	Receipts of work department:—			
	For July, ...	$1,060 91		
	August, ...	996 23		
	September, ...	2,482 79		
			4,539 93	
				7,380 73
				$79,027 25

ANALYSIS OF TREASURER'S ACCOUNT.

The Treasurer's Account shows that the total receipts during the year were		$79,027 25
Less cash on hand at the beginning of the year, . . .		10,427 12
		$68,600 13

Ordinary Receipts.

From the State of Massachusetts, ...	$30,000 00	
beneficiaries of other States and individuals,	16,206 05	
interest, coupons and rent, . . .	2,958 86	
		$49,164 91
Amount carried forward, ...		$49,164 91

Amount brought forward, ...		$49,164 91
Extraordinary Receipts.		
From work department for articles made by the blind, ...	$16,887 64	
legacy of Thos. D. Roche, ...	601 27	
sale of books in raised print, ...	512 20	
present to Laura Bridgman, ...	50 00	
sale of books in raised print, ...	105 08	
tuning pianos, ...	37 70	
sale of admission tickets, ...	72 04	
of writing-boards and slates, . . .	50 88	
of carryall, ...	40 50	
of old barrels, soap grease, etc., . .	124 29	
proceeds of concert, ...	11 80	
dividend on insurance, ...	10 90	
board of horse, ...	133 14	
repairing pianos, ...	112 00	
work department, use of horse and wagon, .	500 00	
board of clerks, . . .	185 78	
		19,435 22
		$68,600 13

GENERAL ANALYSIS OF STEWARD'S ACCOUNT.

DR.

Receipts from Treasurer on Auditor's drafts, . .	$66,164 68	
Less balance of draft on hand, ...	229 92	
		$65,934 76

CR.

Liabilities of Sept. 30, 1874, ...	$1,974 05	
Ordinary expenses, as per schedule annexed, .	44,126 27	
Extraordinary " " " " .	19,834 44	
		$65,934 76

ANALYSIS OF EXPENDITURES FOR THE YEAR ENDING SEPT. 30, 1875, AS PER STEWARD'S ACCOUNT.

Meat, 30,227½ lbs.,		$4,035 71
Fish, 4,035 lbs.,		254 19
Butter, 5,374 lbs.,		1,918 15
Rice, sago, etc., 584 lbs,		58 02
Flour and meal,		536 31
Potatoes and other vegetables,		715 18
Fruit,		513 71
Milk, 12,355 quarts,		1,053 11
Sugar, 9,111 lbs.,		984 22
Tea and coffee, 735 lbs.,		179 54
Other groceries,		429 14
Sundry articles of consumption,		603 84
Gas and oil,		338 40
Coal and wood,		2,845 83
Salaries, superintendence and instruction,		13,614 21
Wages and domestic service,		3,861 00
Outside aid,		205 66
Medicine and medical attendance,		26 21
Furniture and bedding,		1,332 47
Clothes and mending,		37 83
Musical instruments,		923 42
Expenses of stable,		1,673 87
of boys' shop,		142 56
Books, stationery, etc.,		1,331 94
Water taxes, etc.,		661 09
Ordinary construction and repairs,		4,851 94
Insurance,		655 00
Travelling expenses,		42 77
Rent of office in town,		497 75
Board of man and clerk during vacation,		87 99
Sundries,		215 21
		$44,126 27
Extraordinary construction and repairs,	$950 37	
Extra rent of store, from 1871,	625 60	
Bills to be refunded,	191 13	
Expenses of work department,	18,067 34	
		19,834 44
		$63,960 71

GENERAL ABSTRACT OF ACCOUNTS OF WORK DEPARTMENT, OCTOBER 1, 1875.

Liabilities.

Due Institution for investments at sundry times since the first date,	$29,372 92	
Excess of expenditures over receipts,	1,179 70	
Due sundry individuals,	1,217 37	
		$31,769 99

Assets.

Stock on hand, October 1, 1875,	$5,044 14	
Debts due,	655 68	
		5,699 82
		$26,070 17

Balance against work department, October 1, 1875,	$26,070 17
" " " " " 1, 1874,	23,305 36
Cost of carrying on workshop,	$2,764 81

DR.

Cash received for sales, etc., during the year,	$16,887 64	
Excess of expenditures over receipts,	1,179 70	
		$18,067 34

CR.

Liabilities of October 1, 1874,	$1,021 00	
Salaries and wages paid blind persons,	8,471 21	
" " " seeing persons,	2,517 31	
Sundries for stock, etc.,	11,057 82	
		$18,067 34

Account of Stock, October, 1875.

Real estate,			$315,400 00
Railroad stock,		$14,200 00	
Household furniture,		16,581 41	
Provisions and supplies,		1,308 67	
Wood and coal,		3,095 80	
Musical department, viz.:—			
1 large organ,	$5,500 00		
3 small organs,	730 00		
38 piano-fortes,	8,410 00		
Violins,	217 75		
Brass instruments,	1,821 53		
		16,679 28	
Books in printing-office,		2,481 41	
Stereotype plates,		840 12	
School furniture and apparatus,		2,275 43	
Musical library,		494 90	
Library, books in common type,		864 74	
books in raised print,		11,997 78	
Boys' shop,		194 72	
Stable and tools,		1,348 87	
Carpenter's shop,		57 75	
Boats,		95 00	
			72,515 88
			$387,915 88

LIST OF EMBOSSED BOOKS

Printed at the Perkins Institution and Massachusetts Asylum for the Blind.

TITLE OF BOOK.	No. of Volumes.	Price per bound Volume of those for sale.	Price per unbound Volume.
Lardner's Universal History,	3	$4 00	$2 75
Howe's Geography,	1	2 50	1 50
Howe's Atlas of the Islands,*	1	3 00	–
Howe's Blind Child's First Book,*	1	1 25	–
Howe's Blind Child's Second Book,*	1	1 25	–
Howe's Blind Child's Third Book,*	1	1 25	–
Howe's Blind Child's Fourth Book,*	1	1 25	–
First Table of Logarithms,	1	3 00	1 75
Astronomical Dictionary,	1	2 00	–
Rudiments of Natural Philosophy,*	1	4 00	2 75
Philosophy of Natural History,	1	4 00	–
Guyot's Geography,	1	4 00	2 75
Cyclopedia,	8	4 00	2 50
Natural Theology,	1	4 00	2 50
Combe's Constitution of Man,	1	4 00	2 50
Pope's Essay,*	1	2 00	–
Baxter's Call,	1	4 00	2 75
Book of Proverbs,	1	3 00	1 75
Book of Psalms,	1	3 25	2 00
New Testament (small),	4	4 00	2 75
Book of Common Prayer,	1	4 00	3 00
Hymns for the Blind,*	1	3 00	1 75
Pilgrim's Progress,	1	4 00	2 75
Life of Melanchthon,	1	2 00	1 00
Old Curiosity Shop,	3	4 00	3 00
Shakespeare's "Hamlet" and "Julius Cæsar,"	1	4 00	3 00
Hebrew Melodies and Childe Harold,	1	3 00	2 00
History of United States,	1	3 75	2 50
Child's History of England,	2	4 00	2 75
Selections from the Works of Swedenborg,	1	–	–

Writing-cards,	$0 15
Braille's Writing-boards,	1 25

Books loaned gratuitously to any blind person who offers sufficient security that they will not be abused, and will be returned.

* Stereotyped.

LIST OF BOOKS AND MUSIC

Printed and Appliances made by the British and Foreign Association for promoting the Education and Employment of the Blind.

[The prices quoted are in English coin.]

Books Embossed in Braille Type.

"Key to Braille reading and writing,"	0*s.* 6*d.*
"Key to Braille reading," for the seeing, in ordinary type,	0 0½
"Hymns for Advent,"	0 6
"The Sacrifice," etc., by George Herbert,	0 6
"Birds of Passage," and other poems,	0 6
"Anecdotes of Dogs,"	0 6
"John Gilpin,"	0 6
"Village Blacksmith," and "Psalm of Life,"	0 3
"The Sparrow's Nest," etc.,	0 3
"The Poplar Field," etc.,	0 3
Milton's Samson Agonistes (in preparation),	0 0
Braille Alphabet,	0 0½
The Lord's Prayer,	0 0½
The Lord's Prayer (in contracted Braille),	0 0½
Exercises on the first ten letters,	0 0½
Multiplication-table,	0 0½
Addition-table,	0 0½

Music.

Selections from Hamilton,	0*s* 9*d.*
The two first of six progressive Sonatinas *(Clementi)*,	0 9
Six Hymn Tunes — ancient and modern,	0 6
Embossed Key to Musical Notation,	0 6
The same in ordinary type, for the seeing,	0 2
Musical Characters used by the seeing, embossed,	0 6
Braille Index to Musical Characters,	0 6
Musical Alphabet,	0 0½

Geography.

Map of Europe,	1*s.* 0*d.*
Map of Europe, plain,	0 6
Guide to Europe,	1 0
Map of England, showing mountains,	3 6
Map of England, elementary, with index,	3 0
Map of Australia,	1 0
Map of Australia, plain,	0 6

Guide to Australia,	0*s.* 3*d.*
Map of Palestine,	0 2
Guide to Palestine,	0 2
Map of South America,	0 2
Guide to South America,	0 2
Map of Ireland,	0 4
Guide to Ireland,	0 3
Map of United States,	0 6
Guide to United States (in preparation),	0 0
Map of Scotland (in preparation),	0 0
Globes (made in Berlin),	30 0

Frame and Style for writing Braille,	3 0
Frame and Style for writing Braille, for pocket,	1 6
Style,	0 1
Cards for pencil-writing,	0 0½
The Education and Employment of the Blind, by T. R. Armitage, M. D.,	2 6

The above books and appliances can be had at this Institution at actual cost.

TERMS OF ADMISSION.

Young blind persons, of good moral character, can be admitted to the school by paying $300 per annum. This sum covers all expenses, except for clothing; namely, board, washing, the use of books, musical instruments, etc. The pupils must furnish their own clothing, and pay their own fares to and from the Institution. The friends of the pupils can visit them whenever they choose.

Indigent blind persons, of suitable age and character, belonging to Massachusetts, can be admitted gratuitously, by application to the governor for a warrant.

The following is a good form, though any other will do:—

"*To His Excellency the Governor:*

"SIR,—My son (or daughter, or nephew, or niece, as the case may be), named ——, and aged ——, cannot be instructed in the common schools, for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts Asylum for the Blind, and I request that your Excellency will give a warrant for free admission.

"Very respectfully, —— ——."

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate from one or more of the selectmen of the town, or aldermen of the city, in this form:

"I hereby certify that, in my opinion, Mr. —— —— is not a wealthy person, and that he cannot afford to pay $300 per annum for his child's instruction. (Signed) —— ——."

There should be a certificate, signed by some regular physician, in this form:

"I certify that, in my opinion, —— —— has not sufficient vision to be taught in common schools; and that he is free from epilepsy, and from any contagious disease. (Signed) —— ——."

These papers should be done up together, and forwarded to the DIRECTOR OF THE INSTITUTION FOR THE BLIND, South Boston, Mass.

An obligation will be required from some responsible persons, that the pupil shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the Institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years. Indigent blind persons residing in Maine, New Hampshire, Vermont, Connecticut and Rhode Island, by applying as above to the Governor, or "the Secretary of State," in their respective States, can obtain warrants for free admission.

The relatives or friends of the blind who may be sent to the Institution are requested to furnish information in answer to the following questions:—

1. What is the name and age of the applicant?
2. Where born?
3. Was he born blind? If not, at what age was the sight impaired?
4. Is the blindness total or partial?
5. What is the supposed cause of the blindness?
6. Has he ever been subject to fits?
7. Is he now in good health, and free from eruptions and contagious diseases of the skin?
8. Has he ever been to school? If yes, where?
9. What is the general moral character of the applicant?
10. Of what country was the father of the applicant a native?
11. What was the general bodily condition and health of the father,—was he vigorous and healthy, or the contrary?
12. Was the father of the applicant ever subject to fits or to scrofula?
13. Were all his senses perfect?
14. Was he always a temperate man?
15. About how old was he when the applicant was born?
16. Was there any known peculiarity in the family of the father of the applicant; that is, were any of the grandparents, parents, uncles, aunts, brothers, sisters, or cousins, blind, deaf, or insane, or afflicted with any infirmity of body or mind?
17. If dead, at what age did the father die, and of what disorder?
18. Where was the mother of the applicant born?
19. What was the general bodily condition of the mother of the applicant,—strong and healthy, or the contrary?
20. Was she ever subject to scrofula or to fits.
21. Were all her senses perfect?
22. Was she always a temperate woman?
23. About how old was she when the applicant was born?
24. How many children had she before the applicant was born?

25. Was she related by blood to her husband? If so, in what degree,—first, second, or third cousins?

26. If dead, at what age did she die, and of what disorder?

27. Was there any known peculiarity in her family; that is, were any of her grandparents, parents, uncles, aunts, sisters, brothers, children, or cousins either blind or deaf or insane, or afflicted with any infirmity of body or mind?

28. What are the pecuniary means of the parent or immediates relatives of the applicant?

29. How much can they afford to pay toward the support and education of the applicant?

For further particulars, address the DIRECTOR OF THE INSTITUTION FOR THE BLIND, South Boston, Mass.

PUBLIC DOCUMENT..... .....No. 27.

Stanford Univers
MAY
26
1908

FORTY-FIFTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts Asylum for the Blind.

OCTOBER, 1876.

BOSTON:
ALBERT J. WRIGHT, STATE PRINTER,
70 MILK STREET (CORNER OF FEDERAL).
1877.

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1877.

Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND,
BOSTON, October 19, 1876.

To the Hon. HENRY B. PEIRCE, *Secretary of State.*

DEAR SIR:—I have the honor to transmit a copy of the Forty-Fifth Annual Report of this Institution, for the use of His Excellency, the Governor, and of the Legislature, accompanied by a collection of tributes paid to the memory and character of the late Director, Dr. Samuel G. Howe, together with his likeness. This addition is explained in the following words of the Trustees: "The eminent and efficient services which he (Dr. Howe) through life so promptly and gratuitously rendered to the public charities of the Commonwealth, justify us in placing these tributes on record."

Respectfully,

M. ANAGNOS,
Secretary.

OFFICERS OF THE CORPORATION.

1876-77.

President.
SAMUEL ELIOT.

Vice-President.
JOHN CUMMINGS.

Treasurer.
HENRY ENDICOTT.

Secretary.
M. ANAGNOS.

Board of Trustees.

ROBERT E. APTHORP.	JOSIAH QUINCY.
EDWARD N. PERKINS.	HENRY LEE HIGGINSON.
JAMES STURGIS.	JOHN S. DWIGHT.
JOSEPH B. GLOVER.	FRANCIS BROOKS.
GEORGE W. WALES.	ANDREW P. PEABODY.
SAMUEL G. SNELLING.	J. THEODORE HEARD.

Standing Committees.

MONTHLY VISITING COMMITTEE:

Whose duty it is to visit and inspect the Institution at least once in each month.

1877. January,	R. E. APTHORP.	1877. July,	A. P. PEABODY.
February,	FRANCIS BROOKS.	August,	E. N. PERKINS.
March,	J. S. DWIGHT.	September,	JOSIAH QUINCY.
April,	J. B. GLOVER.	October,	S. G. SNELLING.
May,	J. T. HEARD.	November,	JAMES STURGIS.
June,	H. L. HIGGINSON.	December,	GEO. W. WALES.

COMMITTEE ON EDUCATION.

J. S. DWIGHT. A. P. PEABODY. JOSIAH QUINCY.

HOUSE COMMITTEE.

FRANCIS BROOKS. GEORGE W. WALES. EDWARD N. PERKINS.

COMMITTEE ON FINANCE.

JOSEPH B. GLOVER. JAMES STURGIS. ROBERT E. APTHORP.

COMMITTEE ON HEALTH.

J. THEODORE HEARD. EDWARD N. PERKINS.

AUDITORS OF ACCOUNTS.

SAMUEL G. SNELLING. ROBERT E. APTHORP.

OFFICERS OF THE INSTITUTION.

Director.

M. ANAGNOS.

Medical Inspector.

JOHN HOMANS, M. D.

School Department.

Miss M. L. P. Shattuck. | Miss Della Bennett.
Miss J. R. Gilman. | Miss Lida J. Parker.
Miss Julia Boylan. | Miss S. L. Bennett.

Musical Department.

THOMAS REEVES, *Director.*

RESIDENT TEACHERS.

Frank H. Kilbourne. | Miss Freda Black.
Miss M. A. Tipton. | Miss Lizzie Riley.
Miss Arianna Carter, *Assistant.*

NON-RESIDENT PROFESSORS.

Geo. L. Osgood. Henry C. Brown. Ernest Weber.

Tuning Department.

J. W. Smith, *Instructor and Manager.*

Industrial Department.

J. H. Wright, *Work Master.* | Miss A. J. Dillingham, *Work Mistress.*
Thomas Carroll, *Assistant.* | Miss H. Kellier, *Assistant.*

WORKSHOP FOR ADULTS.

A. W. Bowden, *Manager.* P. Morrill, *Foreman.*
Miss M. A. Dwelly, *Forewoman.*

Domestic Department.

A. W. Bowden, *Steward.*
Miss M. C. Moulton, *Matron.* Miss A. F. Cram, *Assistant Matron.*

HOUSEKEEPERS IN THE COTTAGES.

Miss E. D. Reed. | Miss Bessie Wood.
Miss A. J. Dillingham. | Miss L. N. Smith.

Miss E. B. Webster, . . *Book-keeper to the Institution.*
Miss E. M. Whittier, . . *Book-keeper to the Work Department.*

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND,
BOSTON, September 30, 1876.

To the Members of the Corporation.

GENTLEMEN:—With the expiration of another year, it becomes the duty of the undersigned, Trustees, to submit to you, and through you to the Executive of the Commonwealth and to the Legislature, our Annual Report upon the affairs of the Institution.

This record covers the financial year ending September 30, 1876, and contains all the information which law and usage require to be laid before the annual meeting.

DEATH OF DR. HOWE.

In reviewing the history of the past year, the event of profoundest interest to the Institution is the death of our late Director, Dr. Samuel G. Howe, which occurred on the 9th of January last.

Dr. Howe had stood for nearly half a century as the pioneer and the father of the education of the blind in this country, and the esteemed and revered head of our Institution. His unremitted services to humanity, and his acts of benevolence and chivalry, are too numerous to be even briefly mentioned here.

The Trustees embodied their sense of his unsurpassed merit as a philanthropist, and of his pre-eminent services as an educator of the blind, in the following resolutions, which were communicated to his family, and printed in the newspapers of the day:—

"The Trustees receive with heartfelt sorrow the information of the death of their esteemed Director, Dr. Samuel G. Howe, and desire to record their earnest appreciation of his long life wholly spent in the cause of humanity. His heart and purse have ever been ready and willing and open to assist the poor and depressed in all lands. In him we recognize the pioneer and successful advocate of a system which has removed a large class, deprived of a most important sense, from the condition of dependence, and in earlier days of comparative pauperism, to that of social elevation in the scale of humanity, and of self-reliance and capacity to support themselves and others dependent upon them. He closes his career in the fulness of years with duties well finished; and while those already benefited by his ministrations mourn his departure most tenderly, as a friend and counsellor passed away, others will rise to bless his memory, and to realize those benefits which his clear intellect and conscientious spirit have, during his long life, worked out for thousands in all lands.

"*Voted*, That the resolution be printed in the daily papers, a copy sent to Mrs. Howe and her family, and that the Trustees attend the funeral of their late beloved and respected Director."

A collection of such of the many tributes paid to Dr. Howe's character and memory as are of an official or public nature is hereto appended, together with his likeness. The eminent and efficient services which he through life so promptly and gratuitously rendered to the public charities of the Commonwealth, justify us in placing these tributes on record.

Appointment of a New Director.

Dr. Howe's removal seemed, no doubt, to the community an irreparable loss; and so it would have been but for his assistant, trained under his instruction and imbued with his spirit, on whom, with the failing health and declining strength of his principal, the charge and oversight of the Institution had been gradually laid, and for several months had almost entirely devolved. The Trustees, after prolonged deliberation, inquiry, and consultation, concluded, without a dissenting voice, that the vacancy would be most worthily, acceptably, and usefully filled by the choice of Mr. Michael Anagnos, who had, under Dr. Howe, thus wisely and faithfully performed the duties of a superintendent. With this appointment the Board have found reason to be fully satisfied, and are well convinced that our new Director will approve himself, as, on the one hand, judiciously conservative of all that is best in all systems and methods, and, on the other hand, enterprising and progressive in devising and adopting real improvements in every portion of his work.

Meetings and Supervision.

The duties devolving on our Board have been regularly discharged to the best of our ability.

During the year regular meetings of the Board of Trustees have been held, as required by law, and also special ones, as occasion seemed to demand. At all these meetings the Trustees have taken such action as seemed to them calculated to promote the best interests of the Institution and the welfare of its inmates.

Frequent and unannounced visits of inspection have been made during the past year by the several committees, as well as by the individual members of the Board. In these visits, the progress of the pupils was found satisfactory. The general management was made the subject of special inquiry, and we take great pleasure in reporting an increased confidence in the ability and fidelity with which the affairs of the Institution have been conducted.

Committees and Medical Inspector.

That this general supervision may be more systematic and efficient, and may afford more active co-operation and practical assistance to the Director, the Trustees have formed within their body, in addition to the visiting and auditing committees, four new committees, viz.:—

1. A House Committee of three, who take cognizance of whatever appertains to repairs, furniture, and the interior arrangements in general.

2. An Educational Committee of three, who take under their charge the apparatus and methods of instruction, keep themselves acquainted with the qualifications and peculiar merits or defects of the several teachers, and are consulted with regard to outlay made for books, school furniture, and musical instruments.

3. A Health Committee of two, who have under their care the entire hygienic *régime*, including heating, ventilation, drainage, bathing, diet, and exercise.

4. A Finance Committee of three, who are the advisers of the Treasurer in all matters relating to his department, and make all applications to the Legislature.

Besides the organization of the above committees, the Trustees have appointed a Medical Inspector, whose duty it is to visit the Institution at least twice in each week, and to exercise careful supervision over the health of the pupils, their diet, cleanliness, and the general hygienic condition of the buildings and grounds. This office is filled by Dr. John Homans, a well-known physician of Boston.

Health and Statistics.

The degree of health enjoyed by the inmates of the Institution for many years, has been alluded to in former reports as remarkable. There has been no serious interruption to the continuance of this blessing during the past year. No death, and no case of serious illness or severe indisposition, has occurred. Neither diphtheria, nor any other of the epidemics prevalent in Boston and the vicinity, has found its way into the establishment.

The statistics of entrances and discharges are reported to our Board by the Director at stated times. The substance of these reports is, that there have been, during the year, 201 blind persons connected with the establishment as pupils, teachers, domestics, and workmen or workwomen. Present number, 155.

Finances.

The report of the Treasurer, Mr. Henry Endicott, hereto appended, will exhibit to you in general items the cash receipts and payments on account of the Institution during the past year, and its present financial condition.

By this report, it will be seen that the total receipts during the year have been $64,325.54. The total

expenditures, including the amount paid for stock to be manufactured in the work department, and also the amount of legacies and balance of proceeds from the sale of real estate invested, $81,036.32. This leaves an excess of expenditure over receipts of $3,848.21, against $12,862.57 on hand, October 1, 1875.

The report of the Treasurer is accompanied by an analysis of the Steward's account, setting forth the items of expenditure to the minutest detail.

The financial affairs of the Institution have been conducted on the cash system, and careful economy has been practised. Expenses have been kept at the lowest point consistent with the health and comfort of the inmates, and the efficient workings and carrying on of the establishment.

All moneys received, from whatever quarter, are paid into the treasury, and when disbursed are accurately accounted for.

The accounts have been kept with commendable care. They are audited monthly by a committee of the Board. All are properly vouched, and the Treasurer pays no moneys, except upon requisition from the auditors.

The Trustees take this opportunity of acknowledging their obligation to the Treasurer, Mr. Henry Endicott, and to the auditors, Messrs. R. E. Apthorp and S. G. Snelling, for the efficient and accommodating manner in which they have discharged their respective duties.

The books and vouchers are open to your inspection, and we earnestly request you to satisfy yourselves, by actual examination, that the funds of the Institution are wisely and beneficently applied.

Repairs and Improvements.

Several important repairs, alterations, and improvements have been executed during the past year.

The cottages and school-house for the girls have been repainted outside, and the windows of the former fitted with wooden shutters. The walls of the corridors and pantries have also been painted and put in good order.

The flooring of the basement of the girls' school-house having been proved to be rotten, owing to the accumulation of water soaked in through the foundations of the building, a thorough draining has been effected, and the entire basement made water-tight with small stones and cement, the floor being relaid with southern pine.

A brick arch has been built to prevent the escape of steam from the pipes running underground between the cottages and school-house. This arch is high enough to allow the inmates to pass, in stormy weather, from the basement of the school to that of one of the cottages. Rusty and worn-out steam-pipes have been replaced with new ones, and the heating apparatus in all the buildings occupied and used by the girls has been thoroughly repaired and greatly improved.

A convenient little room for a library has been made in the attic of the school-house.

The space between the cottages and the school-house, and the walks around the latter, have been paved with tar concrete. The roofs of the cottages, the main building, and the stable have been thoroughly repaired.

The halls, or corridors, in the third and fourth stories of the main building have been repainted.

The floor of the boys' sitting-room, and those of the halls on the second story, have been relaid with southern pine, while the walls of the latter have been repainted and the woodwork grained.

A large chamber on the first floor has been fitted up as a recitation-room for classes in natural philosophy, and our apparatus placed there. Five rooms in the basement of the main building have been properly arranged and put in such order as to be added to the musical department. Means of warming have been introduced into parts of the same building, where they were previously wanting. Minor repairs and changes have also been effected on the premises.

In planning and executing all of these, the comfort and convenience of the inmates have been carefully studied and considerably increased.

It would have been desirable to extend our operations even farther in this direction, had not the limited means placed at our disposal forbidden it.

Discontinuance of Boarding Adults.

Five years ago, when the girls were moved to the cottages, and the establishment reorganized, it was deemed desirable to try the experiment of boarding and lodging, in the main building, a few indigent blind men, while teaching them their trades in the workshop for adults. A part of the basement was therefore put in proper order for their quarters; arrangements were made for supplying them with a separate table, etc., and several applicants were admitted in a short time. They were lodged by themselves, and measures adopted for conducting their department on the principle of entire separation.

The plan was carefully laid out in all its details, and in the execution nothing was overlooked which could obviate the great disadvantages almost necessarily arising from the presence of men of formed habits and unguarded tendencies, under the same roof with pure-minded children.

Five years' experience, however, furnished fresh proof of the undesirableness of continuing such an arrangement permanently. The reasons for the removal of adult blind inmates in 1849, are found to be no less cogent now; and, as the facts have often been set forth in a clear and forcible manner by our late lamented Director in previous reports, there is no necessity for recapitulating them now.

Considering these facts, and in view of the great existing need in the musical and tuning departments of additional room for practice, the Trustees have decided to discontinue the boarding of adults in the main building, and to confine the Institution to its immediate business,—the instruction of blind children; the improvement of their physical condition; the development of their intellectual and spiritual natures, and the increase of their capacity for usefulness, preparing them, as perfectly as may be, for making their own way in the world, and for becoming worthy and useful members of society.

When men or women of good moral character and unobjectionable habits, who, having recently become blind, have not learned any trade, apply for admission to the work department for adults, they are received there and instructed gratuitously from six months to a year. They must, however, provide for their own board and clothing during the whole time.

Industrial Occupations and Telegraphy.

The system of education and training adopted in our establishment is the result of careful study and enlightened experience. It is liberal in its principles and broad in its purposes. All the exercises prescribed have a practical bearing, and, estimating the value of the Institution in the light of political economy, the results are very satisfactory. The aim is not only to develop and strengthen the mental and bodily powers, and the æsthetic faculties of the blind, but to improve and increase their capacity for following useful occupations, thereby lifting them out of the dependent into the self-supporting class.

For the latter purpose, the regulations of our Institution require not only a close attention to study, but also practice in some simple handicraft. This develops strength and dexterity, and prepares the pupil for some special trade.

The circle of mechanical occupations open to the blind is very small, however; and although the ingenuity of those interested in their welfare is earnestly employed in finding out new fields for their activity and industry, the prospects do not appear very hopeful.

As you recollect, it was suggested in our last report that the art of telegraphy be taught to the blind, and that its practice might prove advantageous to some of them.

During the past year two telegraphic machines, with their batteries, were presented to the Institution by a member of our Board, Dr. J. Theodore Heard; a teacher was immediately employed, and in a few weeks two blind persons were able to receive and transmit despatches, and well qualified to instruct others.

That the blind can learn to practise the art of telegraphy, has been previously demonstrated in the institutions of Ohio and Texas, and more recently in ours; but that this knowledge can be turned to profitable account in any considerable number of cases, remains to be proved. Be this as it may, the information thus obtained as to the nature and workings of electricity, is well worth the time and money expended.

Salesroom and Work Department.

The rent of the building in Bromfield Street, which we had occupied for twenty-seven years, was so extravagantly high, and the receipts of the industrial department of our Institution were so much reduced by the general depression of business, that a removal of the salesroom and office became obviously necessary.

Two years ago we recommended the purchase of a building for the store, and a committee was appointed to look out for a suitable place. This committee investigated the matter thoroughly and patiently, and, having failed in all their efforts to find a new store suitable for purchasing, or to obtain a reasonable reduction of rent from the owner of the old one, finally recommended the lease of the building now occupied in Avon Street. After a careful consideration, this was secured for a term of five years at very reasonable terms, and on the first of January last we took possession of our new premises, measures being immediately taken to spread this fact as widely as possible among our customers, and the public in general.

The store which we at present occupy is both neat and commodious, and our business is increasing. But

the extra expenses entailed by the removal, as well as the depressed condition of all kinds of industry, have increased the balance against the work department for the past year to the amount of $3,607.31. The receipts for the last few months, however, warrant the belief that the demand for our manufactures will improve steadily, and that the balance above given will be greatly reduced.

We earnestly recommend the industrial department of our Institution to the patronage of the public. It is scarcely necessary to renew the assurance that the work is done thoroughly and faithfully. The materials used are of the first quality, and warranted to be what they are represented; while our prices are, to say the least, as low as those charged in other workshops. Our upholstery work, especially, may be relied upon as excellent; and great attention is paid to cleansing and making over old mattresses, pillows, feather-beds, etc. The guiding principle observed in the management of the concern is fair-dealing and strict honesty, from which no workman or employé is allowed to depart.

General Remarks.

We are able to report that during the past year the Institution, in spite of its irreparable loss, has maintained its high reputation for excellence in the attainments of its pupils and graduates, the general health of its inmates, and the good discipline and order which have prevailed.

We have met to the best of our ability all reasonable demands for improvement and increase in the facilities for instruction (including an extended school apparatus, new text-books, musical instruments, etc.), as well as for the comfort of the inmates.

We have encouraged and assisted all efforts for the reorganization of the school upon such principles as to render its work systematic and efficient, for the introduction of the most approved methods of instruction, and for making the musical and tuning departments so complete in all their equipments as to keep their rank as the best and most intrinsically useful of their kind in the whole world.

We have endeavored to watch carefully over the various interests of the Institution, and to promote its general welfare by every means in our power.

Being fully impressed with the responsibility of the trust committed to us, and having discharged our duties to the best of our ability, we believe that the work is well done, and we cheerfully invite a thorough examination on the part of all those who are interested in the management of public institutions and in the subject of education in general, or of the training of the blind in particular.

Conclusion.

In closing this Report, the Trustees desire to express their thanks to the teachers and officers of the Institution, for the zeal and patience with which they have discharged their duties during the past year; for the fidelity and industry which they have manifested; for the discipline and good order which they have maintained ; and for their hearty co-operation in all plans and efforts for the welfare and improvement of the inmates.

Finally, we would invite the members of the Corporation, and those of the Legislature, and the Executive of the Commonwealth, to visit the establishment in all its parts, and to make a thorough examination

of the premises. To their special care and notice, and to the benevolent public in general, we would recommend the interests of the blind, and the management of the Institution, as worthy of their support.

The report of the Director, with all statistical and other exhibits, showing the operations and results of the year, and the present condition of the Institution, its prospects and needs, is hereto appended.

All which is respectfully submitted by

ROBERT E. APTHORP,
EDWARD N. PERKINS,
JAMES STURGIS,
JOSEPH B. GLOVER,
JOHN S. DWIGHT,
GEORGE W. WALES,
JOSIAH QUINCY,
HENRY LEE HIGGINSON,
ANDREW P. PEABODY,
FRANCIS BROOKS,
SAMUEL G. SNELLING,
J. THEODORE HEARD,
Trustees.

Boston, October 18, 1876.

At the annual meeting of the Corporation, summoned according to the by-laws, and held this day at the Institution, the foregoing was adopted and ordered to be printed, together with the usual accompanying documents and a collection of the tributes paid to the character and services of the late Director, Dr. Samuel G. Howe, and the officers for the ensuing year were elected.

M. ANAGNOS, *Secretary.*

THE REPORT OF THE DIRECTOR.

To the Trustees.

GENTLEMEN:—Allow me, before submitting to your consideration a brief statement of the affairs of the Institution, and touching upon such topics as usually form the material for an annual report, to discharge a melancholy duty, in adverting to the most prominent event of the past year, the irreparable loss which the cause of humanity and liberty in general, and that of the education of the blind in particular, has sustained by the death of Dr. Samuel G. Howe, the founder of this establishment, and its beloved and revered head for nearly half a century.

Dr. Howe was eminently a great philanthropist. His temperament, his moral qualities, his talents, his noble aspirations, and his enterprising spirit were especially adapted to devising and carrying out beneficent works.

During a long and eventful life, his mental and physical energies, the unlimited resources of his genius, his strong will, directed by a well-developed judgment, his influence, and his unremitted activity were uniformly exerted for the liberation of the captive, the relief of the oppressed, the promotion of the great interests of humanity, for the advancement of true civilization, and the amelioration and improvement of the social and moral condition of the defective and suffering members of the human family. His broad

philanthropy comprehended within its sphere all of every nation, every faith, every color, and every grade who needed such assistance and encouragement as he could lend.

Dr. Howe's interest in all movements for the public good, and in all charitable enterprises, was intense; but the chosen field of his life's labors was the Institution for the Blind; and its present prosperous condition and wide-spread reputation are due to the plans which he conceived, to the generous and wise policy which he adopted, to the measures which he proposed and carried out, to the vigor and efficiency which his example or approbation excited and fostered, and to the favorable consideration which his name secured to the experiment before its results had been so decisive as to challenge public favor.

In all his benevolent undertakings, and in all the relations of life, Dr. Howe afforded a remarkable example of living faith and chivalrous character, a fine model for the imitation of youth, and a noble specimen of intellectual and moral qualities of the highest order, devoted exclusively to the benefit of his race, to the present advancement, the future welfare, and the permanent advantage of humanity.

To his warm, active, enlightened, and comprehensive philanthropy, and to the practical and economic doctrines of his social philosophy, the official records of the Commonwealth of Massachusetts bear ample testimony. But of his unobtrusive benevolence, his fine feelings, his kind affections, his tender sympathies with all classes of sufferers, and his unremitted efforts for their temporary or permanent relief, only few, even among his fellow-workers, have a thorough knowledge.

To enter at large upon the particulars of so remarkable a life as that of Dr. Howe; to make even a brief statement of his early crusade on behalf of Hellenic independence; his sufferings in carrying assistance to the unfortunate Poles; his labors for the education and enlightenment of the blind, including the case of Laura Bridgman, which would require a whole volume by itself; his exertions for the multiplication of books in embossed letters; his struggles to ameliorate the condition of the idiots, the insane, and the convicts of this Commonwealth; his endeavors to improve the methods of instruction for deaf-mutes; and his espousal, late in a life crowded with numberless acts of beneficence and sagacity, of the causes of Crete and of Santo Domingo;—to do this, would be to write his biography, and that, however grateful the task, I am compelled to leave to abler hands.

The evening of so bright a sojourn upon earth could not long be clouded; and it was only after a few months of severe indisposition that Dr. Howe passed away. He yielded as little as mortal man ever did to the foe that had laid its hold upon him, walking twice daily to the Institution until stricken with unconsciousness while in the act of setting out on the 4th of January, 1876. On the ninth of the same month he had ceased to live.

Though we shall no longer be permitted to look upon his countenance, beaming with benignity, and venerable from the reflection of all the virtues which can adorn humanity, we shall always have in view and appreciate the treasures which his genius, his sagacity, his influence, and his exertions have bequeathed us. So long as the formless idol of oppression is abominated, and the noble figure of Liberty

revered; so long as the whole face of this continent is dotted with institutions for the education and training of her defective children, as the heavens are bespangled with stars; so long as the sightless are blessed with intellectual and moral light, and means of speech are afforded to the mute; so long as the idiots are not given up to that sloth and inactivity which, till his time, was regarded as their natural lot;—so long the name and memory of Dr. Samuel Gridley Howe will be eulogized and blessed.

On being appointed successor to my noble friend, I felt how difficult, although at the same time to me delightful, would be the task of filling his post worthily and successfully. The ship had been piloted through the shoals and rocks of popular incredulity, and was commended to my care with all sails set; but the voyage in mid-ocean is often attended by as great perils as those which menace a vessel at her start; and I was guided by the knowledge of this fact to ask for the formation, out of your body, of advisory committees, as affording an assistance which I felt might be needed in all questions of expediency lying outside the daily course of my duties. To this proposition you kindly assented.

Number of Inmates.

The total number of blind persons connected with the Institution at the beginning of the past year was 176. There have entered during the year, 25; 46 have been discharged; so that the present number is 155.

Of these, 138 are in the school department proper, and 17 in the work department.

The first class includes 126 boys and girls enrolled as pupils, 7 teachers, and 5 domestics.

The second class comprises 13 men and 4 women employed in the work department for adults.

The unusual number of discharges is owing to a variety of causes.

First. Several pupils, who had been retained beyond the usual term of years in order to qualify them for some special art or profession, and thus enable them to become self-supporting, were, or ought to be, ready to leave.

Second. Several others, whose blindness is but one visible effect of some invisible organic disorder, have been proved, after a patient and fair trial of several years, unfit subjects for further instruction.

Third. A large number of blind persons who had been enrolled as pupils for a long time, but had virtually ceased to be such on account of protracted absence, caused by general physical disability or mental peculiarities, have been discharged from our books during the year.

Sanitary Condition.

The health of the inmates, a great desideratum in all educational enterprises, has been excellent. There have occurred no cases of death or of serious illness, and but a few of slight indisposition.

This happy result is to be attributed mainly to the regulations of the establishment, founded upon the laws of physiology and hygiene.

A wholesome diet, cleanliness, regular and stated hours for study and for recreation, for work and

repose, are strictly enjoined by these rules, which are faithfully enforced under the direction and supervision of discreet officers and teachers.

The food is plain, but nutritious and plentiful. It consists of pure bread, fresh meat, good milk, and vegetables, and occasionally fruit, all of which supply an abundance of those elements which are necessary to the proper growth and preservation of the system.

Government and Discipline.

Good order and submission to wholesome regulations are required in every well-organized family. They are very essential in the management of large establishments, and therefore are insisted upon in ours.

Judicious discipline is indispensable in the maintenance of order, which is "heaven's first law." It is absolutely necessary to the acquisition of knowledge and the accomplishment of the great ends of education. It cultivates habits of self-government, and exercises a great influence in the formation of the character. Cowper has aptly said, that,—

> "Without discipline, the favorite child,
> Like a neglected forester, runs wild;"

And also gives us the truest and most perfect picture of what good discipline really is, when he says,—

> "In colleges and halls, in ancient days,
> When learning, virtue, piety and truth
> Were precious, and inculcated with care,
> There dwelt a sage called Discipline. . . .
> His eye was meek and gentle, and a smile
> Played on his lips; and in his speech was heard
> Paternal sweetness, dignity, and love.
> The occupation dearest to his heart
> Was to encourage goodness." . . .

Discipline should be parental and kind in its main characteristics. It should never be prompted by resentment, or exercised in anger or revenge. If mildness can be united with dignity and resolution, discretion with decision, patience with authority, and good-nature with common-sense, there need be no apprehensions about the result.

The means employed for this purpose are with us kind, firm, just and uniform. Moral suasion is the leading principle in our system of discipline. The Draconian code, which inflicts a certain degree of corporeal punishment for every offence, has no place whatever here. Appeals are frequently made to the honor, sense of propriety, and sense of shame of the pupils. This is sometimes accomplished by remarks in public; but the wished-for effect is better secured by picturing to them in private conversation the disgrace which must be attendant upon bad conduct, and the good which will result from correct deportment.

Obedience is undoubtedly one of the most prominent characteristics of disciplined manners and of a cultivated heart. It lies at the foundation of quiet and good order; but its attainment is not beyond the sphere of moral suasion. If such motives as self-respect and love of approbation are properly appealed to, prompt and ready obedience can easily be secured. If, moreover, these motives are strengthened by the incentives which an intelligent pursuit of knowledge invariably furnishes, severe punishment is rendered entirely unnecessary.

No true government can be founded on fear. Children should be made to feel, both by precept and example, that love is the guiding principle of

all parental discipline. They should also be carefully trained to follow given directions with promptitude, to abstain from such actions as are forbidden, and to control their tempers and passions. To this latter particular great attention should be given, and effective means be early applied to prevent the development of the rule of passion, by gradually suppressing the animal powers, and strengthening the spiritual in their stead.

> "Give me the man
> That is not passion's slave, and I will wear him
> In my heart's core, aye, in my heart of hearts."—*Shakespeare*

Such are in general the principles of our system of discipline and the means employed for carrying it out, and I take pleasure in reporting that the results have been very satisfactory. The behavior of our pupils has been worthy of all praise. With very few exceptions, they have been orderly, obedient, and generally attentive to their duties.

Visits and Exhibitions.

The Institution has been frequently visited during the past year by executive officers, as well as committees and members of the legislative bodies of the different States of New England which have placed children under our care.

Such visits are very desirable and welcome. They are both pleasant and gratifying to our inmates and encouraging to our officers. They serve a double purpose.

First. They afford the visitors opportunities of becoming acquainted with the condition and purposes of the establishment, and excite in their minds a

warmer appreciation of the value of the education of the blind.

Second. They interest and stimulate the pupils in their various occupations.

Among other distinguished visitors, we received in June last His Majesty Dom Pedro, emperor of Brazil. He came early in the morning, unostentatiously, and without having given any formal notice. His visit was thus a happy surprise to our inmates.

As soon as he had entered the building, he manifested a warm interest in the work of our late Director, Dr. Howe, and made searching inquiries about Laura Bridgman's case, the methods of instructing and training the blind, and almost everything relating to their education. He carefully examined our school appliances and apparatus, and expressed a desire to have written explanations of their uses. He heard recitations in various studies, asked the pupils questions in geography, witnessed an illustration of the modes of teaching music, and enjoyed the performance of several pieces of instrumental music. He showed a remarkable familiarity with many particulars of our work. A more earnest and intelligent seeker after information concerning the condition and prospects of the blind, and the workings of the establishment in all its moral and practical bearings, has seldom entered our walls.

I have had the pleasure of visiting the legislatures of Rhode Island and New Hampshire during the past year, accompanied by a detachment of pupils and teachers, and of giving before these bodies, and the public in general, exhibitions both in intellectual training and in music. The aim of these performances was to show the proficiency which our pupils attain

in various branches of education, and to explain the methods employed in our system of instruction.

We were most kindly and courteously received both in Providence and Concord, and the visits were productive of mutual satisfaction, as well as of great benefit to the blind children of these States.

System and Objects of Education.

Youth, favored with all their senses, while preparing to act their part on the great stage of human life, need a fixed and regular system of education which will develop, inform, and guide their faculties. Such a system, even more comprehensive in its scope, more complete in its details, and more methodical in its application, is absolutely necessary for children deprived of the sense of sight.

But in order to define the characteristics of this system, and to ascertain what would be its main principles, let us strike at the root and see what *education* is.

All the great minds from the remotest times to the present day, from Plato to Kant, from Aristotle to Locke, from Plutarch to Fichte, from Fenelon to Goethe, from Montaigne to Horace Mann, have been zealously occupied with this great question; yet very erroneous views of education have prevailed, and are still prevailing, even among intelligent people.

The word *education* is in itself full of significance, denoting, as it does, *nurture* or *development.*

When we look upon a child, we perceive at once that he does not consist of corporeal organs alone, but has also a spiritual nature. He has few instincts, but is endowed with unbounded capacities for improve-

ment. It is true that he comes into life ignorant, and that this universe is to him all a mighty maze without a plan; but his senses constantly carry to him intelligence from the world without, and his intellectual eye begins to turn toward the light of truth, as his organic ear listens to the melody of his mother's tender expressions. No book opens its mysterious light upon his understanding; but his faculties of memory and comparison, of reason and resolve, of judgment and abstraction, of generalization and inference, are spontaneously and instinctively awakening and coming into exercise. In short, as Minerva is fabled to have sprung full-armed from the head of Jove, so a little child comes into being invested with a complete outfit of rational faculties, with intelligence, sensibility, will, etc. These powers in early infancy are like the germs planted in a well-prepared soil, ready to burst forth and enter upon a process of development with or without guidance.

To promote that development, and to direct it to profitable and useful results, is the work of education.

The aim of education, then, taken in its highest sense and broadest scope, is to awaken, nourish, and strengthen the intellectual faculties of the child; to develop his moral sense and render it the ruling motive of action; to improve his understanding and refine his taste; to extend his perceptions and make him a thoughtful and reflective being; to quicken his physical senses and train them to activity and hardihood; to habituate him to the systematic application of his powers and to the production of useful results; and to render his mind active and enterprising by storing it with ideas. In short, the end and object of education is, as Kant has briefly said, to develop in

'each individual all the perfection of which he is susceptible.

> "What is a man
> If his chief good and market of his time
> Be but to sleep and feed? A beast, no more.
> Sure, He that made us with such large discourse,
> Looking before and after, gave us not
> That capability and godlike reason
> To rust in us unused."—*Shakespeare.*

Principles of a System of Education.

The leading principles of the science of education are simple, and can be easily ascertained by careful study of the nature of children. They may be summed up as follows:—

First. In order to unfold, guide and strengthen the intellect, the mind should be cultivated.

Secondly. To harmonize the contending impulses of human nature by developing its benevolent and humane affections and suppressing their opposites, the heart should be taught and ennobled, and moral truth should be inculcated.

Thirdly. To refine the taste and regulate the imagination, so as to render both subservient to energy of action and to purity of purpose, the æsthetic faculties should be cultivated.

Fourthly. To obtain the best state of mind for vigorous action and acquisition of knowledge, the body which it inhabits should be rendered strong and healthful.

Fifthly. To secure wholesome mental activity, cheerfulness, resolution, and all the preparatives for vigorous and successful application to study, a judicious course of industrial training should be mixed

with the hours of intellectual labor, rendering them less tedious and monotonous, more varied and attractive.

I.—Intellectual Education.

"Man 's more divine, the master of all these,
Lord of the wide world, and wide wat'ry seas,
Endued with *intellectual* sense and soul."—*Shakespeare.*

The object of intellectual education is to develop, direct and strengthen the perceptive, reflective and expressive faculties of a child; to train him to observe and remember, to examine and compare, to analyze and reason, to judge and conclude; to infuse into his soul a principle of enduring activity, and at the same time of inquiry, and thus to furnish him with knowledge, which is, properly speaking, the legitimate issue of the action of his mental faculties.

A child should be carefully taught the first principles upon which all true knowledge is based. Too much attention cannot be devoted to this subject. Although knowledge constitutes only a branch of education, it is a valuable acquisition. It is a power. It fortifies the mind with the treasures of the experience of the past, and opens to it the great panorama of the universe. If profound and of the right kind, it leads to modesty and humility. The more learned a man is, the more he feels how ignorant he is. The fully ripened ear of wheat bends downward. It is the little blade that holds itself up so pertly. It is the shallow brook that makes the loudest babbling among the pebbles. The higher you ascend in knowledge, said a philosopher, the wider is the region you see beyond you; Alps upon Alps which no human intellect has surmounted.

II.—Moral Education.

Important as intellectual attainments are, moral training is a very essential element in a complete system of education. Without it, all other aids will be of little avail.

But what is moral education?

It is a course of training which secures the full development and proper control of all the moral powers. It embraces both the animal and moral impulses. It aims at regulating the passions, the desires, and appetites of a child, so that they may serve to perfect his present and future happiness. It proposes to eradicate from his character all germs of cruelty, violence, cowardice, selfishness, deceitfulness and arrogance, and to cultivate those of kindness, patience, benevolence, chastity, and self-reliance.

Moral education is to be secured by a proper regard to the recognized principles of correct human action, and by the enforcement of moral precepts. The higher faculties should be strengthened and exercised, and the inferior ones regulated and repressed. The conscience should be enlightened and influenced by frequent appeals. The general truths of morality should not only be theoretically taught and intellectually apprehended, but actively, constantly and habitually applied. Above all, the heart should be thoroughly cultivated. The highest hope for favorable results is here. This is a fountain of good or evil. If it is rightly regulated, all will be well, and one will then be able to repeat of a character thus formed, what was said of Brutus by Antony,—

> "His life was gentle, and the elements
> So mixed in him, that Nature might stand up,
> And say to all the world, *This was a man!*"

III.—Æsthetic Education.

A child begins early to receive through his senses impressions of outward objects, and to be attracted and charmed by what is beautiful in nature.

These impressions blend themselves, as he advances in years, with remembrances of the past, and with the creation by his imagination of ideal worlds of beauty, purity and bliss, which will bear away his soul from the trials, imperfections and disappointments of actual life, and give it solace and rest.

These perceptions and conceptions are of course in an uncultivated mind rude, shapeless, and uncouth. To modify them so as to give them form and symmetry, to call forth and improve the taste both for the beauties of nature and the sublimities of ideality, and thus to inspire a love for unostentatious excellence in art, is the province of æsthetic education.

An eminent writer has justly observed that, of all the faculties with which man is endowed, none is more susceptible of cultivation than the taste; and there is none which rewards the trouble of cultivation with richer returns. Trained properly, it suggests and prescribes beauty. Its influence extends over every form of art, and its results are equally legible in all. It guides the hand of the musician, the pen of the poet, the brush of the painter, the chisel of the sculptor, and the tool of the artisan. It leads to the true, the pure and the beautiful in every relation of thought and feeling. It elevates and refines the whole being, and confers lasting enjoyment on its possessor. Finally, it forms one of the most attractive graces which adorn the character, and breathes a genuine charm over the aspect of social life.

IV.—Physical Education.

Intellectual and moral education may rank before the physical, but they are not more essential. Mr. Thomas Wyse has aptly remarked, that the physical powers are the hewers of wood and drawers of water to the spiritual. The base of the column is in the earth; but without it neither could the shaft stand firm above it, nor the capital ascend to the sky.

To improve the bodily powers and train them up to healthy activity, to keep up their normal standard by a proper supply of fresh pure blood, furnishing to the different organs that which is necessary for their nourishment and support, and to develop and perfect the delicacy of the senses, is the object of physical education.

Every one who has made even an elementary study of physiology and psychology knows that the connection between the mind and the body is indissoluble, and that all the manifestations and energies of the former are dependent for a normal and vigorous action upon the healthy performance of those organic functions which are necessary to the well-being of the latter. If the body is diseased from any cause whatever, the mind is weakened and rendered in a greater or less degree incapable of efficient and vigorous action. *Mens sana in corpore sano* is a maxim full of wisdom and significance; and it has been thus interpreted by Locke in the very beginning of his thoughts concerning education: "A sound mind in a sound body is a short but full description of a happy state in this world."

The immediate seat of the mind is the brain. It is there, and there alone, that all the operations of

thought, reason, imagination and reflection are carried on, and it is there that all the various emotions of the mind, as well as the passions and propensities, have their source. Hence, upon the soundness and healthy action of this important portion of our animal economy depend, in an essential degree, the strength, vigor and efficiency of all our mental operations.

In the brain, moreover, terminate all those nerves of motion, sensation and feeling which affect the condition of the whole body; and through the brain only is the mind informed of such derangements as may exist in any portion of the human system.

The most important requisite, therefore, to a sound education, is to become acquainted with the nature and constitution of our physical organization.

Wayland has said, that all man's happiness is derived from discovering, applying and obeying the laws of his Creator, and all misery is the result of ignorance or disobedience. Both anatomy and physiology, in their general elements, constitute a species of knowledge of these laws, which it is every person's duty to acquire, and for the attainment of which our school should be furnished with skeletons, embossed charts, and all other facilities.

V.—Industrial Training.

Manual labor, properly blended with study and music, is very essential in a complete system of education. Its influence is extremely beneficent, and extends to the whole being of a child. It promotes bodily activity and soundness of health. It strengthens the perceptive faculties of youth. It induces confidence in the use of their physical powers and independence of character. Finally, it increases

cheerfulness in study, and hope to overcome the difficulties which all must encounter in their career.

Such being the effect of manual labor, no educational establishment can afford to exclude it from its course of training. No system of instruction can be complete without it. Its utility is of great value, and the importance of its early practice is too evident to need demonstration. Children should be encouraged to form habits of industry as soon as they enter school, and before leaving it should be bred to some regular occupation. They should be brought up in the belief that there is respectability and happiness in a life of manual labor. They should be carefully taught to adapt themselves to their future condition and pursuits. Above all, they should be impressed with the idea that a man without a definite occupation is an excrescence on society; and that, as he has no regular place to fill or part to play in the great drama of life, he is apt to feel little concern for the general welfare, and, if poor, to sink into infamy or crime.

Rules of a System of Education.

In the arrangement of a system for carrying out the work of education, the first great rule should be *proportion, symmetry.* No single chord of our complicated being should be left untouched or unstrung. All the intellectual, moral, æsthetic, and physical faculties should be carefully and harmoniously cultivated and developed. Perception, reflection, memory, reason, and imagination should be gradually but equally and simultaneously trained. No undue prominence or attention should be given to any one of them; but each should be exercised in such a manner that it may

be brought into active, cautious, and legitimate use. To cultivate the moral powers to the exclusion or total neglect of the intellectual and æsthetic, would be detrimental in the extreme, rendering their subject the victim of superstition and the sport of passing delusion. To educate the intellectual to the neglect of the moral nature, would give talent and power without principle.

> "Talents, angel-bright, if wanting worth,
> Are shining instruments in false Ambition's hand,
> To furnish faults illustrious, and give infamy renown."

The beau ideal of ancient education was uniformity of development. Plato, Cicero, and Quintilian, under one form or another, exhibit this model as the visible and tangible form of their philosophy. The beau ideal of modern education is the development of a child into the fulness of its humanity. This can only be attained by means of a system of training founded upon a thorough knowledge of the laws of anthropology and psychology, the importance of carefully distinguishing and recognizing the peculiarities of individual temperament not being overlooked.

Such are in general the nature, principles, and rules of a complete system of education.

Remarks on the Education of the Blind.

The education of the blind does not differ in any of its essential characteristics from that of the seeing. It applies such principles as are general and well grounded, and does not demand new ones. It only requires some special methods of instruction and training adapted to the peculiar conditions caused by the loss of sight, and calculated to lessen its effects.

Blindness is a misfortune. It obstructs one of the most important avenues of sense, through which we come in contact with the outer world, and prevents the full development of the physical powers, a prevention almost necessarily followed by deficiencies in the force and variety of the intellectual faculties and capacities; but it does not act as a destructive agency in the spiritual nature. It occasions certain peculiarities of character, but it does not affect the powers of the mind. True, it disturbs the harmonious development of the perceptive and reflective faculties, impeding the increase of the capacity of the former and giving undue preponderance to the latter; but it does not render the restoration of the equilibrium, by means of judicious training, impossible. Persons bereft of the sense of sight lack some of the accidentals, but possess all the essential characteristics of humanity. Unlike the deaf-mutes, they are endowed with an irresistible tendency for commingling soul with soul through the mysterious modulations of voice, and thereby increasing their resources for sociability and happiness. They are evidently at a disadvantage in the attainment of bodily vigor and the acquisition of objective knowledge; but they are at none whatever in their susceptibility to the cultivation and improvement of the moral sentiments and pure affections. As has been formerly said in these reports, it needs no outward vision to see the excellence of knowledge, the beauty of truth, the holiness of virtue. It needs no eye to guide the affections to the legitimate objects of love. Ajax prayed for light to see and smite his foes. He would have needed none to know and love his friends.

There are, moreover, certain compensations to the

disadvantages arising from the loss of sight. The remaining senses can attain, by special culture, such excellence as almost to compensate for the absence of one. All of them can be greatly improved by persistent practice; but particularly those of hearing and touch. In regard to the amount and capacity for development of the latter sense, there is no limit. It can attain almost to perfection. The more it is exercised, the more its power is strengthened and increased. It requires, however, a wide field of various and complex forms for thorough practice; and this is evidently afforded, to some extent, in line alphabets, the use of which should be a *sine qua non* in the education of blind CHILDREN. It cannot be trained and refined by the use of little groups of points and shapeless elevations, any more than the hearing can be improved by the irregular sounds of the bass drum, or the sight by groups of balls of different colors, the taste by sharp acids, or the smell by the odor of gases. To state dogmatically that a blind child can feel of things and their forms just so much and no more, or that dots are better adapted to the touch than lines, is almost absurd. Such a statement betrays nothing less than ignorance of the physiology and philosophy of the senses, and of their relation to each other and to the central power of the human organism. Point letters are valuable aids in the education of the blind, and occupy a prominent place in our school; but their exclusive use for every and all purposes is a sad mistake.

Whatever the methods and appliances employed in our course of training, its aim and end is not only to cultivate and strengthen the mental and bodily powers of the pupils, but to reduce the consequences of their

infirmity to their minimum, and to counteract all its undesirable effects and make them as much like the seeing as possible. The results have thus far been eminently satisfactory and gratifying to those who laid the foundations and arranged the details of the art of instructing the blind in America. This art has not only benefited thousands of persons deprived of the sense of sight, and raised them to the level of the great mass of their fellow-men, but it holds an important place in the progress which the system of general education is making in this country. It has demonstrated principles of great practical importance, and has excited the attention of reflecting minds. Professors and teachers from various educational establishments have often visited our school to witness the results of oral instruction and the effects of our allotment of the hours of study, music, and manual labor, and have pronounced them eminently salutary.

The following are the principal instrumentalities employed for carrying out this system :—

First. Instruction in the common English branches, as well as some of the higher ones, and in foreign languages.

Secondly. Lessons and practice in all branches of music, and in tuning pianofortes.

Thirdly. Training in some simple trade, and work at some domestic or mechanical occupation.

Fourthly. Plenty of regular exercise under shelter and in the open air.

The School Proper.

The state of this department is very satisfactory.

The course of instruction now pursued is the fruit of careful study and long observation and reflection.

In all its main characteristics, it is nearly the same as in preceding years, and includes the various branches generally regarded as constituting a good English education, the sciences and languages being taught to advanced and special classes. A number of improvements, however, such as occasion seemed to require and experience to warrant, have been effected.

The various divisions in which the pupils are classed were again reorganized at the close of the last term. Some of the classes have been remodelled, and new ones formed, the changes being made with reference to attainments in study without regard to age.

New methods of teaching certain branches have been introduced during the year, and some of the old ones simplified and improved.

Point-writing, after the system of Braille, has received considerable attention, although not to the neglect of the square hand. The advanced classes have constantly employed the point for keeping memoranda and notes of some of their studies.

The main object of the changes and improvements effected in our course of instruction and training is not only to simplify the modes and increase the facilities for imparting knowledge, but to discipline the disposition, judgment, manners and habits of thought and conduct of those who come under our charge.

By alternating intellectual study with the pursuit of music and the manual occupations, and by frequent recesses, different faculties of the mind are called into operation in succession, and the scholars are not so much fatigued as if they were kept seated on the school benches for five hours, with but one intermission.

Our pupils have for the most part made commendable exertions to improve themselves. Most of them

have been found early and late striving to increase their stock of knowledge. Thus satisfactory results have been obtained, and lessons irksome to the thoughtless have been cheerfully learned, and, I trust, treasured in the memory to bring forth abundant fruitage in after years.

The department has been and still is under the immediate care of Miss M. L. P. Shattuck, assisted by five faithful and accomplished young ladies, and its success is chiefly owing to the ingenious plans and methodical management of the former, and to the unremitted zeal and hearty co-operation of the latter.

Department of Music.

The love of music is a universal gift from God to man, and its moral effects and practical bearings upon a system of education are of such vast importance as to deserve more than a passing mention.

From the fabled times of Orpheus and Apollo to the present day, music has always been regarded as the great handmaid of civilization and moral refinement. It is one of the fine arts which appeal to the imagination as well as to the feelings. Through its instrumentality the sentiments of love, reverence, patriotism, and philanthropy can be kindled, and the foundations of an earnest and sincere, a pure and lofty character laid. It quickens the activity of the intellect, and furnishes it with images of beauty. It leads the mind to think and act of itself. It develops and fosters a general taste or æsthetics. It is a kind and gentle discipline which purifies the passions and improves the understanding. It has a powerful influence in rendering children susceptible of government; and finally it lifts into ascendency the moral and intel-

lectual over the animal nature, by substituting the elements of harmony and order in place of discord and contrariety. In the language of the great educator of Massachusetts, Horace Mann, "Music is a moral means of great efficacy; its practice promotes health; it disarms anger, softens rough and turbulent natures, socializes and brings the whole mind, as it were, into a state of fusion, from which condition the teacher can mould it into what forms he will as it cools and hardens."

Such in brief are the moral effects, and such the general considerations, which call for the culture of musical taste in all children. But besides these, the social advantages obtained from it, and the practical bearings of music upon the condition and prospects of the blind are of such immense value, that they demand with tenfold force a thorough course of musical instruction in all schools established for their benefit. Persons bereft of sight may find in the practice of music sufficient means not only to beguile their solitary hours, but to increase and strengthen their social relations by contributing to social enjoyments. Here they can compete successfully with the seeing. Here they labor under no disadvantage; for, although the contrivance of embossed notes can never equal the value of those read by the sight, yet the blind have a positive advantage over the seeing in the greater quickness and delicacy of their ear, and in their nicer faculty of measuring time. Paganini, on visiting the Institution for Blind Youth at Paris, and hearing the musical performances, declared that he had never had before an idea of correct accord in time.

Humane thoughts and economic considerations like these have always had due weight in the administra-

tion of our Institution; and its sagacious founder, eager always to increase the capacity of the blind for self-support, never spared either expense in providing all the necessary musical instruments, or pains in securing the services of able and talented teachers. Thus our musical department continued from year to year to grow in usefulness and importance, until it became a complete conservatory in itself, where the piano, church and reed organ, flute, clarinet, and the various kinds of brass instruments, class and solo singing, harmony, and the history of music are thoroughly and scientifically taught.

The number of pupils connected with this department during the past year was ninety-two, and the time devoted by them to musical instruction and practice varies from one to eight hours per diem.

We have five competent and zealous resident teachers and one assistant (all, with one exception, graduates of our school), and three experienced music readers. Beside these, the services of three eminent non-resident professors are regularly employed for special instruction on particular instruments or in particular branches. Mr. George L. Osgood gives lessons to some of the advanced pupils in the art of singing and vocal training. Mr. Henry C. Brown, of Brown's Brigade Band, devotes two hours per week to individual instruction on brass instruments; and Mr. Ernest Weber teaches the clarinet and flute three hours per week. The department is under the immediate direction of Mr. Thomas Reeves (himself blind), than whom there is no more earnest and devoted instructor of the blind in the country.

During the past year several new pianofortes and instruments of various kinds have been added to our

collection, and a number of the older ones repaired and put in good order. The number of our pianofortes has reached forty, seven of which are exclusively used in the tuning department.

Musical notation according to the Braille system has been constantly used by our classes in harmony, of which there are five in number, and all their exercises are written in it. This system is pronounced by the most competent and impartial judges far superior to all others. It is ingeniously contrived and scientifically arranged. Its method is simple and its acquisition extremely easy. The characters occupy less space and are more legible than those of any other contrivance of embossed notes. A system of musical notation, by which the blind themselves can write and read, is, of course, a great assistance to those who have no opportunities for regular recourse to a seeing reader; but in our establishment there is ample provision for this latter purpose, and thus much valuable time and arduous labor are saved.

Thus the internal means and facilities afforded by our Institution for a thorough musical education are complete and excellent.

External advantages for musical culture and refinement have also been amply enjoyed by our students during the past year. They have had frequent opportunities of hearing the works of the best masters interpreted by prominent artists. Time and space forbid my giving a detailed statement of these advantages. Nevertheless, I must seize the opportunity to express my heartfelt thanks, as well as the gratitude of the whole school, to the various societies and artists to whom we are indebted.

To the Harvard Musical Association, for forty sea-

son tickets to their ten symphony concerts, and the public rehearsals to the same. These concerts have for ten years been gratuitously accessible to a sufficient number of our music students, and have contributed much to their pleasure and musical culture.

To Mr. C. C. Perkins, president of the Handel and Haydn Society, for allowing a number of the pupils to attend three of the oratorios.

To Mr. Orlando Tompkins, for admitting large parties of our inmates to seven operas.

To Mr. J. B. Sharland, for the privilege of hearing his chorus and the Thomas orchestra.

To Dr. von Bülow, Mr. Ernst Perabo, and Mr. George L. Osgood, for similar favors; and, through the latter, to the Boylston Club, for the privilege of attending two of their concerts and rehearsals.

To Mr. J. B. Lang, for his usual hearty invitation to as many of the pupils as could attend his five concerts.

Finally, to Mr. Eugene Thayer, for giving, with the assistance of four of his pupils, six classical organ recitals in the hall of the Institution expressly for the benefit of our inmates. These concerts were of a high order, and Mr. Thayer's appropriate and witty remarks on the various pieces performed, as well as his brief reference to their composers, rendered them so instructive and interesting, that our hall was sometimes crowded to its utmost capacity. Mr. Thayer's free organ recitals in the city were also regularly attended by our pupils, who constantly remember with pleasure and gratitude his kind efforts in their behalf.

The internal advantages afforded by the establishment for a thorough musical education are within the reach of all pupils, and every one has a fair and faith-

ful trial in elementary instruction; but the higher fields of music are opened only to those who are endowed with a sufficient degree of talent, and who have sufficient patience and determination to make a profession of it, the remainder devoting their time to other callings for which they are more particularly fitted. There is no lack of appreciation of these advantages among our pupils. On the contrary, they influence the imagination of the less thoughtful to such an extent that they manifest a strong desire to apply themselves to music without much regard to the other branches of education. This is a mischievous tendency, arising from a natural error of judgment, and should be strenuously and effectually resisted. It is important that persons who are to devote themselves to the science of music should have well developed and disciplined minds. They should be acquainted with the elements of mathematics and natural history, and should possess a fair knowledge of languages, the general rules of logic, and, if they intend to become instructors, of the principles of pedagogy. No man can rise to eminence in the profession of music without a thorough cultivation of the mind, whereby all the natural talents become broadened and well directed.

The Tuning Department.

The particular attention which has long been paid in this Institution to the art of tuning and repairing pianofortes has suffered no relaxation during the past year. On the contrary, it has increased; and the means and facilities for thorough instruction and practical training in this important calling have been improved and multiplied.

The number of pianofortes exclusively devoted to the practice of tuning is seven, two of which have been added during the past year.

Nineteen pupils have received instruction in this department, eight having been admitted at different periods during the year, and three graduated at the close of the term. These have already commenced business for themselves, and they have thus far met with such favor and encouragement from the public as to warrant the belief of their ultimate success.

The progress of the pupils in tuning has been very satisfactory, and the pressure for admission into this department has been as strong as ever. There has been more attention than usual paid to the practical study of the art of tuning; and a complete collection of all the tools and appliances necessary for making ordinary repairs, and for the acquirement of a thorough knowledge of the mechanism of the piano, has been supplied. Upon this latter subject too much attention cannot be bestowed. Here the blind are too often found to be deficient; and to enable them to become acquainted with the form and working of all parts, and their relations to each other and to the whole mechanism, models of the various actions are employed and carefully studied. Without these a tuning department for the blind is as incomplete and inefficient, as a school of chemistry for the seeing would be without a laboratory. To the firm of Chickering and Sons we are indebted for three of these models, to Henry F. Miller for one, and two others have been made on the premises.

Those of our pupils who have received instruction in music, and have had their taste for it cultivated, but who, owing to the lack of natural talent, fail to become

good teachers or performers, are well prepared and eager to learn to tune; and, if endowed with a good ear and a fair amount of mechanical skill, they become experts in this lucrative art, increasing thereby their prospects of self-support.

That the blind succeed wonderfully well as tuners, we have abundant proof in the annals of the Institution for Blind Youth at Paris, and in the experience of our own. It was a pupil of the former establishment, Claude Montal, who wrote the best treatise on the art of tuning pianofortes, and prepared the way for the development of the most systematic and efficient course of instruction for its acquisition; and it is a graduate of our own Institution, Mr. J. W. Smith, who has organized and conducted the most successful tuning departments in this country and in Great Britain. Both of these gentlemen stand high; but they are not alone in their profession. There is a great number of very successful blind tuners in France, some of whom have been very popular with the pianoforte makers of Paris; and there are many in New England who, on the whole, are better qualified in their art than the average of their seeing competitors, and who, despite the difficulties and prejudices which they have had to encounter, have won favor with the public, and are earning a good and honorable livelihood. Several of our tuners, moreover, have been, during the past year, employed in manufactories in the city, and their work has in every instance given satisfaction.

Careful observation and long experience have proved that a high standard of excellence in the study of the art of tuning, both in theory and practice, and a certain degree of business talent and

natural refinement, as well as disciplined manners, lie at the foundation of all success. These are rigidly required here. No pupil will ever be supplied with a certificate as tuner unless he is of a stainless character and good address; nor unless he is fully able to take out the action from the pianoforte and put it in again without assistance, to replace a broken string in any part of the instrument, to describe the form and office of every part, and to make all incidental repairs. Let me add in this connection, that every blind tuner who intends to seek employment in the country should secure the services of an intelligent seeing person to act as guide and to assist in such repairs as would be too difficult for one entirely deprived of sight to attempt alone. This has been done by the most successful blind tuners in Paris, and in some cases in this country.

The business of tuning pianofortes outside of the Institution has been increased during the past year, and more than fifty names have been added to the list of our patrons. This work is done by the pupils, who, besides gaining in practice and experience, receive fifty per centum of the net earnings. To some of them the money thus earned is a great help. In acknowledging gratefully all past favors, I would ask for our tuners a full share in this business. They can tune in the best style, and in many cases more correctly than the average seeing tuners. They will wait upon customers in any part of the city or the neighboring towns. Pianofortes will be kept in order by the year at a reasonable rate, and the work is warranted to give satisfaction to competent judges.

Most of the graduates of our tuning department become agents for the sale of pianos and organs.

A number of them are already established as such in various parts of the country, and derive handsome incomes from this business.

Our tuning department is under the able management of Mr. J. W. Smith, who, after an absence of three years in Great Britain, where he organized and put into operation a similar one in the Royal Normal College and Academy of Music for the Blind, has returned to his old post with renewed zeal and enlarged experience.

Industrial Department.

The work department of the Institution constitutes a very important branch in our course of training, and an essential part in our system of education. It relieves the blind of the monotony which would otherwise oppress their life. It secures the development of their muscle, a point which they are too apt to neglect. It is a sort of gymnasium, where the perceptive faculties of the pupils are called into play and their hands and arms trained to dexterity. It teaches them habits of industry and a love of labor. Above all, it affords to some of them the means of becoming self-sustaining, and of living as producers in the communities of which they form a part.

Our boys have been regularly employed in the workshop under the direction and efficient supervision of Mr. John H. Wright, whose patience and kindness know no limits, and have been carefully trained to simple trades. Most of them have been taught to seat cane-bottomed chairs so well as to be constantly supplied with work from the factories, and a convenient number have been instructed in making brooms.

The female pupils have been occupied during a portion of each day in learning to sew, to knit, to work with the sewing-machine, and to manufacture various articles of bead and fancy work, both useful and ornamental. Their progress has been in every way commendable, and their work-rooms have been satisfactorily managed.

Most of the articles manufactured by the girls are sold, either to persons attending our weekly exhibitions, or to customers at our store in the city.

I am happy to be able to report the award of a Centennial prize to our female pupils for articles of fancy work made by them and sent to the International Exhibition.

Illustrations, Books, Apparatus, Etc.

The best means of mental and moral development in a course of instruction is illustration by sensible objects and living examples. Ideas, and not words, are thus the first impressions, and become part of the mind, being like the deep-cut marks of the die that may not be effaced.

Illustration by sensible objects furnishes the mind with the best means of comparison, and prepares it for abstraction. Through it the intellectual development is progressing line by line, and the art of thinking is gradually taught. Knowledge thus acquired becomes a perpetual possession, and displays all the difference which exists between nature and its artificial imitations. It is the freshness of the natural flower contrasted with the artificial one, though the latter may be as perfect an imitation as the painted grapes of Zeuxis which were pecked at by the birds of the air.

But if the employment of sensible objects is of such

importance in the instruction of all children, they undoubtedly are indispensable in the education of those bereft of sight. Vision affords extraordinary facilities for the acquisition of objective knowledge. The sublimities of nature, the beauties of art, the monuments of human genius, the endless varieties of the vegetable and animal kingdoms, the innumerable products of industry and ingenuity, all these are open to the visual sense, and accessible to children possessing it; but they are mostly hidden from the sightless. The horizon of a blind person is very limited, its radius terminating at his finger-ends, and the information concerning the outer world which he obtains, even from the most accurate and picturesque descriptions, never can equal the positive knowledge which he acquires by coming in direct contact with it through his senses. Hence it is a necessity that schools for the blind be supplied with books, maps, globes, cipher-ing boards, numerical frames, and all other appliances adapted to the sense of touch, as well as with an extensive collection of specimens from the domain of nature and of art. Without these, no system of instruction can be productive of great practical benefit.

Acting upon this principle, and in consideration of the special needs of the blind, the management of this Institution has, since the date of its foundation, paid particular attention to the creation of a library of embossed books, and to the construction and multiplication of tangible apparatus. Neither effort nor expense has been spared during the past year for the increase or improvement of these facilities.

The publications of the American Printing House at Louisville, and those of the British and Foreign

Association of London have been promptly obtained; also a supply of embossed maps for class-work, and a collection of music, printed in the Braille system, procured from the latter.

Two small German globes in relief, one for the boys' and the other for the girls' school, have been added to our appliances for the study of geography.

A collection of English and German embossed books in Moon's alphabetic system has been received during the year, and has been of service to adult persons, whose touch is so hardened as to be unable to distinguish finer letters. For these books we are indebted to the deviser of the system, William Moon, LL. D., of England, and I take pleasure in acknowledging the gift.

Specimens of all the appliances employed in the Royal Institution for the Blind in Denmark, and a large supply of music printed in the same establishment according to the system of Braille, have been imported at a considerable expense.

Experiments are being made for the manufacture of cheap relief and dissected maps, and there would seem to be no serious obstacle to ultimate success.

We have made arrangements for the construction of a new tablet for point-writing in the Braille system, which will in many respects be far superior to any thus far made.

Another tablet for the same system, devised by Mr. J. W. Smith,* and for many years only used by himself and a few others, on account of its cost, has been recently reconstructed, and its price so reduced as to make it accessible to a greater number of people. This tablet consists of a frame similar to that of the

* This is called the "Daisy Tablet," from the shape of the group of keys by which the "pricking" is done.

Braille; but, instead of a brass ruler or guide through which the letters are made by means of a stylus, it has a brass block one square inch in size, in which six points are so arranged that any Braille character required can be produced by them. These points are secured by means of a cap, above which they are attached to small pieces of steel serving as keys. The block travels on two steel rods, on one of which is a ratchet which spaces the letters. These rods are secured at each end by means of two pieces of brass, the one on the right side being made to slide upon a third rod at right angles with the other two, secured at each end to the frame. On this rod is a ratchet which spaces the lines. The letters are produced by placing the fingers upon the keys, and by a slight pressure the points are forced through the paper, being withdrawn by means of small spiral springs when the fingers are removed. This machine is simple in its construction, and not liable to get out of order. It enables the writer to produce a whole character in the time required to "prick" a single point by the ordinary method. The whole being firmly secured to the frame, he is never annoyed by the loss of ruler or stylus, as these are combined in the block and steel guides.

Such are the additions made during the past year to our collections of books and apparatus, and the attempts at improvement of the appliances. The wants of our school, however, are not fully supplied; and among many other things the following are most urgently needed:—

First. A complete set of philosophical apparatus, such as is used in the city grammar schools.

Second. A collection of the Auzoux models, illustrative of anatomy and physiology.

Third. A collection of specimens, models and tactual illustrations of various objects in the domain of nature and art.

Fourth. A collection of models of weights, measures, implements, vessels, machines, and of different contrivances that can be represented by tangible forms.

Finally. A set of object lesson cards, similar to those published by Messrs. Oliver & Boyd of Edinburgh, Scotland, for the seeing. These cards should be made in the simplest and most systematic manner. First, the form of objects from the animal and vegetable kingdoms, as well as of such of their products as can be represented by tangible illustrations, should be embossed on the top of the page. Then should follow a concise description in raised letters of their nature, structure, functions, qualities, and uses, and of the condition of soil and climate necessary for their growth. Such cards, carefully prepared, will prove a valuable acquisition to the instrumentalities for the instruction of the blind. They will become an abundant source of materials of perception, by which the instinctive appetite of curiosity is at once fed and stimulated, attention awakened, observation secured, and knowledge attained.

Improvements.

Gymnasium, Piazza, Etc.

The alterations, improvements, and repairs, authorized by your board, have been steadily pursued, and carefully carried out. They all answer the expectations entertained of their utility, and of the advantages accruing therefrom to the inmates, whose interests have been kept solely in view. But the end is not

yet reached. More is needed in this direction. The following are the subjects most urgently requiring attention at an early date:—

First. A gymnasium, accessible to all parts of the establishment, and opened half of the day to the boys, and the other half to the girls.

Second. A covered piazza for the girls, where they can walk and breathe the fresh air in all kinds of weather.

Gymnasium.—Most of the pupils come under our care not only ignorant of the simplest elements of education, but also with minds wholly undisciplined, and physical constitutions more or less impaired by the indulgence of habits originating chiefly from a mistaken fondness on the part of their guardians at home. It is very important, therefore, that their bodily systems should be carefully strengthened and kept up, so that all the different organs may perform their functions with due regularity. For this purpose a gymnasium, supplied with the necessary appliances for thorough physical training, is absolutely needed; and one can be erected with advantage, and at comparatively moderate expense (about $3,500), where the greenhouse now stands. Here all the foundations are already laid, and one-half of the walls built. Here uncommon facilities for access from both sides of our establishment are offered. Here all kinds of exercises, accompanied by any amount of fun and frolic, can be carried on, without causing the least disturbance to the household or to the schools.

Piazza.—The girls need a place where they can walk in inclement weather, and take exercise under shelter during the recesses. The play-room in the basement of the school-house is too small and too much

below the level of the ground to answer this purpose. A plain frame piazza is a great desideratum; and one can be erected where the arbor now stands, and extended to the full length of the wooden fence on Broadway without any encroachment on the play-ground. This piazza would be very near to the school-house, and so well protected from the easterly, northerly and north-westerly winds, that the girls could be enabled to spend their recesses on it even in the stormiest days.

Besides these improvements, there is an evident necessity for increase of the capacity of our coal-bin. Its present size is too small for our purposes, and one-fourth of our coal is stored in the shed attached to the stable. When the bulk of our supply is exhausted, we have to cart fuel from across the street for daily use. This is an unsatisfactory arrangement. Beside the annoyance, it causes both extra labor and waste, and should be corrected at the earliest possible opportunity.

In making these suggestions, I am painfully aware that the condition of our treasury does not admit of their being immediately carried out. But I trust that your board will take into serious consideration the question of procuring means for putting them into execution, as well as for repainting the exterior of the main building, and replacing its worn-out gutters.

Convention of Educators of the Blind.

The American Association of Instructors of the Blind met in Philadelphia on the 15th of August last, and continued its sessions for three days.

An unusually large number of delegates attended, twenty-three institutions in this country and in British

America being represented, and the discussions were of great interest. Throughout the sessions there was a manifest absence of the management usually known as "cut and dried," which often renders such gatherings lifeless and unproductive of any practical results; and the deliberations were mostly animated by a spirit of free inquiry and an honest search after useful information.

The President of the Association, Mr. William Chapin, Principal of the Pennsylvania Institution, and one of the earliest workers in the cause of the education of the blind, presided, and lent to the deliberations the weight of his presence and the benefit of his counsels. A cloud of sadness hung over the meetings from the fact that four of the leading educators of the blind had died during the past two years; and it was thus a great pleasure to the friends of this noble cause to see one of its earliest advocates still among them and able to conduct their proceedings with ability, perfect fairness, and decorum.

The convention was in most respects like those which preceded it in former years, but differed from them in two important points.

First. In the number of blind persons who took an active part in its deliberations; and

Second. Both in the number and excellent quality of essays presented by them.

Of the twenty-two superintendents present, six were blind, as were also a good proportion of those who took an active part in the deliberations of the convention, either as essayists or as debaters. Half of the former and more than one-third of the latter were graduates of this Institution.

Five out of the seven papers read before the Asso-

ciation were prepared by blind persons. Three of these were presented by two of our teachers. There were, moreover, about thirty other papers written by graduates of various institutions of the country in answer to an advertisement of Mr. Otis Patten, offering three prizes for the three best treatises on the methods of employment for the blind, to be composed by persons who were themselves totally or partially deprived of sight. These papers, together with the above-mentioned essays, were among the best features of the convention. The greater part of them reflected much credit upon the establishments in which the writers had been educated. They were indicative of the moral, intellectual and social condition to which the blind of this country have been raised. They were clear in statement and valuable in suggestion. A diversity of opinions as to the employments themselves was expressed; but all coincided on their recommendations and exhortations that the blind should not only carefully discard all peculiarities from their manners and appearance, and strive to be in all respects as much like the seeing as possible, but that they should be thoroughly trained and well qualified in the arts and professions, and base all their enterprises upon sound business principles, and not on appeals for charity or the expectation of special favors. Above all, these papers were the best proof and the most practical demonstration of the efficacy of the American system of education for the blind; and it may be said with truth that Mr. Patten, by his offer, "builded better than he knew."

At the close of the convention, I availed myself of the opportunity to visit the International Exhibition. In examining various exhibits, I paid particular atten-

tion to those of the educational departments and institutions for the blind of this and all other countries, and hope that the information received, and the ideas suggested by this inspection, may prove beneficial to our establishment.

Workshop for Adults.

I am sorry to report that this workshop has not been, during the early part of the year, in a condition to give much cause for congratulation. The season has been very unfavorable to business, and our establishment for the employment of adults has not been exempted from the general depression. There was at one time little or no demand for goods or custom-work, and our receipts were greatly reduced. A change for the better has dawned, however, during the latter part of the year, and the time of our men has been well occupied. They have manufactured many new mattresses and pillows, and have dressed over, cleansed and made up anew a large number of old ones. They have repaired and re-upholstered all kinds of parlor furniture. They have supplied a church in Dorchester with new pew cushions, and their work has given great satisfaction to the committee. The sewing for these articles has been done by blind women, and a machine has been run by one of them most of the time.

The amount of receipts during the past year was $13,698.80, being less by $3,188.84 than that of the year previous.

It should be borne in mind, however, that this difference is not entirely owing to the depression of business. A part of our receipts is derived from the sub-letting of our store; and the rents at our present

place are much less than at the old one. We have also reduced the price of our goods, which makes some difference in the amount of receipts.

The amount of money paid out to blind workmen and women was $3,068.25.

Much of the success of the workshop depends upon the disposition of the public to patronize it; and it should be well known to the friends of the blind, that all the above-mentioned articles, and many others, are offered for sale at our store, No. 37 Avon Street, and are warranted to be of as good materials and as strong fabric as any in the market. They are put at a low price, and housekeepers are requested to call and examine them, without being expected to pay more than their real value. The mattresses and cushions may be made to order of any size or quality, from corn husks to the best curled hair. The patronage of the public is earnestly solicited, with the fullest confidence that the articles will give satisfaction.

Closing Observations.

In submitting this Report to your consideration, allow me, gentlemen, to state that the time allotted for writing it has been so crowded with a variety of business and cares, that I have been obliged to omit reference to several matters which I have most sincerely at heart. The most prominent of these is the admission of blind children to the public schools, so that they may receive their primary instruction with those who see. Of this I intend to treat *in extenso* at another opportunity. Here I beg leave to allude briefly to the management of the affairs of the Institution and its officers.

In performing the duties of the office which you

have so kindly called me to fill, I have constantly endeavored to meet your expectations to the best of my ability, and to insure the highest usefulness of the school. Free from narrow conservatism and prejudice, and anxious to advance the greatest possible good of our charge, I have been guided in my thoughts and actions by a broad policy, and have earnestly sought to profit by the experience and skill of those engaged in the work elsewhere. It is my good fortune to be able to add, in this connection, that in all efforts for improvement and progress, I have been faithfully sustained by a corps of efficient and experienced officers and teachers, thoroughly imbued with the spirit and objects of the establishment, and ready to promote its interests in every possible way. My thanks are due to each and all of them, but especially to our matron, Miss M. C. Moulton, who has for twenty-two years presided over the household with rare grace and dignity, and to whose judicious management and high-toned example is owing most of the moral atmosphere which envelopes it, and of the harmony and good-will existing among its numerous members.

Finally, permit me, gent'emen, to tender to you my grateful acknowledgments for the confidence reposed in me, for the judicious counsel and aid so freely and promptly given, and for the kindness and courtesy with which you have received and considered my suggestions.

Respectfully submitted by

M. ANAGNOS.

DR. PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND *in account with* HENRY ENDICOTT, *Treas.* CR.

To cash paid auditors' drafts,	$61,036 32	By balance cash on hand, Sept. 30, 1875,	$12,862 57
loan secured by mortgage,	20,000 00	cash from State of Massachusetts,	30,000 00
		of Maine,	5,775 00
		of Vermont,	2,125 00
		of Rhode Island,	3,375 00
		of Connecticut,	3,425 00
		from Boston and Prov. R. R. Co. dividends,	240 00
		from Fitchburg R. R. Co. dividends,	320 00
		from coupons on N. Y. Central R. R. bonds,	300 00
		from interest on deposit,	691 68
		from return premium Mass. Mut. Ins. Co.,	89 25
		from rents,	163 00
		from sale of reversion of the Hudson estate in Somerville,	1,500 00
		from salesroom,	13,698 80
		from sundries received through the director,	2,622 81
		balance due Treasurer, Sept. 30, 1876,	3,848 21
	$81,036 32		$81,036 32

Sept. 30, 1876, To balance due Treasurer, . . $3,848 21

BOSTON, Sept. 30, 1876. E. E. HENRY ENDICOTT, *Treasurer.*

The undersigned, a committee appointed to examine the accounts of the Perkins Institution and Mass. Asylum for the Blind, for the year 1875-6, have attended to that duty, and hereby certify that they find the accounts properly vouched and correctly cast, and that there is a balance due the Treasurer of thirty-eight hundred and forty-eight and twenty-one one-hundredths dollars.

The Treasurer also exhibited to us evidence of the following property belonging to the Institution: deed of house No. 11 Oxford St., cost, $10,500; 30 shares Boston and Prov. R. R. Co., market value $137 per share, $4,110; 40 shares Fitchburg R. R. Co., market value $109 per share, $4,360; 5 bonds N. Y. Central R. R. Co., $1,000 each, $5,000; note secured by mortgage, $20,000. The Institution also owns the estates 144 Prince St. and 197 Endicott St., received by will of Benj. Hudson.

A. T. FROTHINGHAM, } *Auditing Committee.*
G. HIGGINSON, }

DETAILED STATEMENT OF TREASURER'S ACCOUNT.

DR.

1875-76.	To drafts of the auditors of accounts,			$61,036 32
	Investment,			20,000 00
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12,	" Boston and Prov. R. R. dividend,			120 00
1876.				
Jan. 4,	By cash State of Massachusetts,			7,500 00
Feb. 1,	" interest on deposit,			452 00
1,	" from Trustees as per following:—			
	Sale of wagon,	$38 25		
	C. W. Lindsay, account of tuition,	50 00		
	E. Guion, account of son,	150 00		
	Income of legacy to L. Bridgman,	50 00		
	Town of Hartford, account of B. Murtha,	38 50		
	Public Library for books,	57 00		
	Town of Dedham, acc't of Mary O'Hare,	10 85		
	J. H. Rhoades for books,	29 00		
	Receipts of work department:—			
	October, $1,324 88			
	November, 1,127 79			
	December, 882 61			
	January, 707 56			
		4,042 84		
				4,466 44
Mar. 11,	By cash from Fitchburg R. R. dividend,			160 00
Apr. 15,	" from State of Massachusetts,			7,500 00
26,	" from M. Anagnos, as per following:—			
	State Prim. School, acc't Flora McNabb,	$1 75		
	Town of Richmond, account Woodmansie girls,	13 26		
	Sale of books in raised print, etc.,	340 25		
	of brooms, account boys' shop,	138 32		
	of old barrels, etc.,	79 31		
	Amounts carried forward,	$572 89	$43,486 01	

place are much less than at the old one. We have also reduced the price of our goods, which makes some difference in the amount of receipts.

The amount of money paid out to blind workmen and women was $3,068.25.

Much of the success of the workshop depends upon the disposition of the public to patronize it; and it should be well known to the friends of the blind, that all the above-mentioned articles, and many others, are offered for sale at our store, No. 37 Avon Street, and are warranted to be of as good materials and as strong fabric as any in the market. They are put at a low price, and housekeepers are requested to call and examine them, without being expected to pay more than their real value. The mattresses and cushions may be made to order of any size or quality, from corn husks to the best curled hair. The patronage of the public is earnestly solicited, with the fullest confidence that the articles will give satisfaction.

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G. HIGGINSON, } *Auditing Committee.*

DETAILED STATEMENT OF TREASURER'S ACCOUNT.

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	Income of legacy to L. Bridgman,	50 00		
	Town of Hartford, account of B. Murtha,	38 50		
	Public Library for books,	57 00		
	Town of Dedham, acc't of Mary O'Hare,	10 85		
	J. H. Rhoades for books,	29 00		
	Receipts of work department:—			
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	November, 1,127 79			
	December, 882 61			
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26,	" from M. Anagnos, as per following:—			
	State Prim. School, acc't Flora McNabb,	$1 75		
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	Sale of books in raised print, etc.,	340 25		
	of brooms, account boys' shop,	138 32		
	of old barrels, etc.,	79 31		
	Amounts carried forward,	$572 89	$43,486 01	

	Amounts brought forward, ...			$572 89	$43,486 01	
	Sale of admission tickets, ...			21 73		
	Tuning, ...			17 86		
	Receipts of work department:—					
	February, ...	$684 92				
	March, ...	965 65				
			1,650 57			
					2,263 05	
May	24, By cash from Boston and Prov. R. R. dividend, .				120 00	
June	14, " return premium Mass. Mut. Ins. Co., . .				89 25	
	15, " N. Y. Central R. R. coupons, . . .				150 00	
	16, " reversion of Hudson estate in Somerville sold J. H. Dexter, ...				1,500 00	
July	1, " State of Massachusetts, ...				7,500 00	
Aug.	1, " interest on deposit, ...				239 68	
	1, " from M. Anagnos, as per following:—					
	John Vars, account tuition, . . .			$97 00		
	Tuning, ...			8 00		
	Mrs. Hemmenway, acc't Benj. Stevens, .			422 17		
	Francis Brooks, account C. Gray, . .			22 00		
	C. W. Lindsay, account tuition, . .			37 50		
	Henry T. Bray, account tuition, . .			100 00		
	Sale of books in raised print, . . .			40 50		
	Salesroom, account repairs, . . .			8 30		
	Sale of brooms, account boys' shop, .			53 84		
	Mrs. Randall, account C. B. Guion, .			60 00		
	Receipts of work department:—					
	April, ...	$966 08				
	May, ...	937 95				
	June, ...	1,524 13				
			3,428 16			
					4,277 47	
Aug.	5, By cash from State of Vermont, ...				2,125 00	
	7, " from State of Rhode Island, . . .				3,375 00	
	8, " from State of Connecticut, ...				3,425 00	
	25, " from State of Maine, ...				3,000 00	
Sept.	30, " from M. Anagnos, as per following:—					
	Mrs. Randall, account C. B. Guion, .			$7 34		
	Sale of books in raised print, . . .			67 00		
	of brooms, account of boys' shop, .			50 27		
	Tuning, ...			27 42		
	Sale of old barrels, etc., ...			78 14		
	Admission tickets, ...			32 75		
	From salesroom for use of horse and wagon, . . .			300 00		
	for board of clerk, .			174 50		
	Amounts carried forward, ...			$737 42	$71,550 46	

Amounts brought forward, ...		$737 42	$71,550 46
Receipts of work department:—			
July, ...	$978 95		
August, ...	1,238 50		
September, ...	2,359 78		
		4,577 23	
			5,314 65
Fitchburg R. R. dividend, ...			160 00
Rents, ...			163 00
			$77,188 11

ANALYSIS OF TREASURER'S ACCOUNT.

The Treasurer's account shows that the total receipts during the year were	$77,188 11
Less cash on hand at the beginning of the year, . . .	12,862 57
	$64,325 54

Ordinary Receipts.

From State of Massachusetts, ...	$30,000 00	
beneficiaries of other States and individuals, ...	15,760 37	
interest, coupons, and rent, ...	1,714 68	
		$47,475 05

Extraordinary Receipts.

From work department for articles manufactured by the blind, ...	$13,698 80	
sale of slates and books in raised print, . .	533 75	
of brooms, account boys' shop, . .	242 43	
of wagon, ...	38 25	
of reversion of Somerville estate, . .	1,500 00	
of old barrels, etc., ...	157 45	
of admission tickets, ...	54 48	
tuning pianos, ...	53 28	
return premium from Mass. Mut. Ins. Co., .	89 25	
salesroom for repairs, ...	8 30	
work department for use of horse and wagon,	300 00	
for board of clerks, . .	174 50	
		$16,850 49
		$64,325 54

GENERAL ANALYSIS OF STEWARD'S ACCOUNT.

DR.

Balance of draft on hand, Oct. 1, 1875,	$229 92	
Receipts from Treasurer on auditors' drafts,	61,036 32	
	$61,266 24	
Less balance of draft on hand,	498 92	
		$60,767 32

CR.

Ordinary expenses, as per schedule annexed,	$39,819 50	
Extraordinary expenses, as per schedule annexed,	20,948 82	
		60,767 32

ANALYSIS OF EXPENDITURES FOR THE YEAR ENDING SEPT. 30, 1876, AS PER STEWARD'S ACCOUNT.

Meat, 28,310 lbs.,	$3,396 85
Fish, 4,120 lbs.,	234 39
Butter, 2,793 lbs.,	945 11
Rice, sago, etc.,	12 26
Flour and meal,	847 95
Potatoes and other vegetables,	624 44
Fruit,	231 95
Milk, 16,702 qts.,	1,126 06
Sugar, 2,517 lbs.,	318 86
Tea and coffee, 495 lbs.,	121 17
Other groceries,	505 78
Sundry articles of consumption,	388 75
Gas and oil,	354 20
Coal and wood,	2,781 32
Salaries, superintendence, and instruction,	15,310 91
Wages and domestic service,	3,941 00
Outside aid,	252 58
Medicine and drugs,	9 15
Furniture and bedding,	651 31
Clothes and mending,	8 91
Musical instruments,	1,302 42
Expense of stable,	434 24
of boys' shop,	235 79
Printing-office,	104 78
Books, stationery, etc.,	1,031 88
Water taxes, etc.,	447 05
Ordinary construction and repairs,	3,271 71
Insurance,	372 75
Travelling expenses,	101 14
Rent of office in town,	346 15
Amount carried forward,	$39,710 86

Amount brought forward, ...	$39,710 86	
Board of man and clerk during vacation, . .	79 31	
Sundries, ...	29 33	
		$39,819 50
Extraordinary construction and repairs, . . .	$3,242 83	
Bills to be refunded, ...	109 58	
Expenses of work department, ...	17,195 41	
Sundry other extraordinary expenses, . . .	400 00	
		20,947 82
		$60,767 32

GENERAL ABSTRACT OF ACCOUNT OF WORK DEPARTMENT, OCTOBER 1, 1876.

Due Institution for investments at sundry times since the first date, ...	$30,552 62	
Excess of expenditures over receipts, . . .	3,496 61	
Due sundry individuals, ...	1,796 58	
		$35,845 81
Assets.		
Stock on hand, Oct. 1, 1876, ...	$5,375 11	
Debts due, ...	793 22	
		6,168 33
		$29,677 48
Balance against work department, October 1, 1876, . .		$29,677 48
1, 1875, . .		26,070 17
Cost of carrying on workshop, ...		$3,607 31

DR.

Cash received for sales, etc., during the year, .	$13,698 80	
Excess of expenditures over receipts, . . .	3,496 61	
		$17,195 41

CR.

Liabilities of October 1, 1875, ...	$1,217 38	
Salaries and wages paid blind persons, . . .	3,068 25	
paid seeing persons, . .	2,872 92	
Cost of fitting up new store, advertising, rent of old store, etc., ...	1,766 21	
Sundries for stock, etc., ...	8,270 65	
		$17,195 41

ACCOUNT OF STOCK, OCTOBER, 1876.

Real estate,			$251,320 00
Railroad stock,		$13,470 00	
Household furniture,		16,581 41	
Provisions and supplies,		441 02	
Wood and coal,		2,657 50	
Musical department, viz.:—			
One large organ,	$5,500 00		
Three small organs,	730 00		
Forty pianofortes,	9,142 00		
Violins,	217 75		
Brass instruments,	1,821 53		
		17,411 28	
Books in printing-office,		1,934 01	
Stereotype plates,		840 12	
School furniture and apparatus,		2,500 00	
Musical library,		600 00	
Library of books in common type,		900 00	
in raised print,		10,000 00	
Boys' shop,		177 61	
Stable and tools,		994 20	
Boats,		62 00	
			68,569 15
			$319,889 15

LIST OF EMBOSSED BOOKS

Printed at the Perkins Institution and Massachusetts Asylum for the Blind.

TITLE OF BOOK.	No. of Volumes.	Price per bound Volume of those for sale.	Price per unbound Volume.
Lardner's Universal History,	3	$4 00	$2 75
Howe's Geography,	1	2 50	1 50
Howe's Atlas of the Islands,*	1	3 00	–
Howe's Blind Child's First Book,*	1	1 25	–
Howe's Blind Child's Second Book,*	1	1 25	–
Howe's Blind Child's Third Book,*	1	1 25	–
Howe's Blind Child's Fourth Book,*	1	1 25	–
First Table of Logarithms,	1	3 00	1 75
Astronomical Dictionary,	1	2 00	–
Rudiments of Natural Philosophy,*	1	4 00	2 75
Philosophy of Natural History,	1	4 00	–
Guyot's Geography,	1	4 00	2 75
Cyclopedia,	8	4 00	2 50
Natural Theology,	1	4 00	2 50
Combe's Constitution of Man,	1	4 00	2 50
Pope's Essay,*	1	2 00	–
Baxter's Call,	1	4 00	2 75
Book of Proverbs,	1	3 00	1 75
Book of Psalms,	1	3 25	2 00
New Testament (small),	4	4 00	2 75
Book of Common Prayer,	1	4 00	3 00
Hymns for the Blind,*	1	3 00	1 75
Pilgrim's Progress,	1	4 00	2 75
Life of Melanchthon,	1	2 00	1 00
Old Curiosity Shop,	3	4 00	3 00
Shakespeare's "Hamlet" and "Julius Cæsar,"	1	4 00	3 00
Hebrew Melodies and Childe Harold,	1	3 00	2 00
History of United States,	1	3 75	2 50
Child's History of England,	2	4 00	2 75
Selections from the Works of Swedenborg,	1	–	–
Memoir of Dr. Samuel G. Howe,	–	–	3 00

Writing-cards,	$0 15
Braille's Tablets, with cloth bed,	1 25
Braille's Tablets, with nickel-plated brass bed,	2 00
Daisy Tablet (see page 56),	3 75

Books loaned gratuitously to any blind person who offers sufficient security that they will not be abused, and will be returned.

* Stereotyped.

LIST OF BOOKS AND MUSIC

Printed and Appliances made by the British and Foreign Association for promoting the Education and Employment of the Blind.

[The prices quoted are in English coin.]

Books Embossed in Braille Type.

"Key to Braille reading and writing,"	0*s.* 6*d.*
"Key to Braille reading," for the seeing, in ordinary type,	0 0½
"Hymns for Advent,"	0 6
"The Sacrifice," etc., by George Herbert,	0 6
"Birds of Passage," and other poems,	0 6
"Anecdotes of Dogs,"	0 6
"John Gilpin,"	0 6
"Village Blacksmith," and "Psalm of Life,"	0 3
"The Sparrow's Nest," etc.,	0 3
"The Poplar Field," etc.,	0 3
Milton's Samson Agonistes (in preparation),	0 0
Braille Alphabet,	0 0½
The Lord's Prayer,	0 0½
The Lord's Prayer (in contracted Braille),	0 0½
Exercises on the first ten letters,	0 0½
Multiplication-table,	0 0½
Addition-table,	0 0½

Music.

Selections from Hamilton,	0*s.* 9*d.*
The first two of six progressive Sonatinas *(Clementi)*,	0 9
Six Hymn Tunes—ancient and modern,	0 6
Embossed Key to Musical Notation,	0 6
The same in ordinary type, for the seeing,	0 2
Musical Characters used by the seeing, embossed,	0 6
Braille Index to Musical Characters,	0 6
Musical Alphabet,	0 0½

Geography.

Map of Europe,	1*s.* 0*d.*
Map of Europe, plain,	0 6
Guide to Europe,	1 0
Map of England, showing mountains,	3 6
Map of England, elementary, with index,	3 0
Map of Australia,	1 0
Map of Australia, plain,	0 6

Guide to Australia,	0s. 3d.
Map of Palestine,	0 2
Guide to Palestine,	0 2
Map of South America,	0 2
Guide to South America,	0 2
Map of Ireland,	0 4
Guide to Ireland,	0 3
Map of United States,	0 6
Guide to United States,	1 0
Map of Scotland (in preparation),	0 0
Globes (made in Berlin),	30 0

Frame and Style for writing Braille,	3s. 0d.
Frame and Style for writing Braille, for pocket,	1 6
Style,	0 1
Cards for pencil-writing,	0 0½
The Education and Employment of the Blind, by T. R. Armitage, M. D.,	2 6

The above books and appliances can be had at this Institution at actual cost.

TERMS OF ADMISSION.

Young blind persons, of good moral character, can be admitted to the school by paying $300 per annum. This sum covers all expenses, except for clothing; namely, board, washing, the use of books, musical instruments, etc. The pupils must furnish their own clothing, and pay their own fares to and from the Institution. The friends of the pupils can visit them whenever they choose.

Indigent blind persons, of suitable age and character, belonging to Massachusetts, can be admitted gratuitously, by application to the governor for a warrant.

The following is a good form, though any other will do:—

"*To His Excellency the Governor:*

"SIR,—My son (or daughter, or nephew, or niece, as the case may be) named ——, and aged ——, cannot be instructed in the common schools, for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts Asylum for the Blind, and I request that your Excellency will give a warrant for free admission.

"Very respectfully, —— ——."

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate from one or more of the selectmen of the town, or aldermen of the city, in this form:—

"I hereby certify that, in my opinion, Mr. —— —— is not a wealthy person, and that he cannot afford to pay $300 per annum for his child's instruction. (Signed) —— ——."

There should be a certificate, signed by some regular physician, in this form:—

"I certify that, in my opinion, —— —— has not sufficient vision to be taught in common schools; and that he is free from epilepsy, and from any contagious disease. (Signed) —— ——."

These papers should be done up together, and forwarded to the DIRECTOR OF THE INSTITUTION FOR THE BLIND, South Boston, Mass.

An obligation will be required from some responsible persons, that the pupil shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the Institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years. Indigent blind persons residing in Maine, New Hampshire, Vermont, Connecticut and Rhode Island, by applying as above to the Governor, or "the Secretary of State," in their respective States, can obtain warrants for free admission.

The relatives or friends of the blind who may be sent to the Institution are requested to furnish information in answer to the following questions:—

1. What is the name and age of the applicant?
2. Where born?
3. Was he born blind? If not, at what age was his sight impaired?
4. Is the blindness total or partial?
5. What is the supposed cause of the blindness?
6. Has he ever been subject to fits?
7. Is he now in good health, and free from eruptions and contagious diseases of the skin?
8. Has he ever been to school? If yes, where?
9. What is the general moral character of the applicant?
10. Of what country was the father of the applicant a native?
11. What was the general bodily condition and health of the father,—was he vigorous and healthy, or the contrary?
12. Was the father of the applicant ever subject to fits or to scrofula?
13. Were all his senses perfect?
14. Was he always a temperate man?
15. About how old was he when the applicant was born?
16. Was there any known peculiarity in the family of the father of the applicant; that is, were any of the grandparents, parents, uncles, aunts, brothers, sisters, or cousins, blind, deaf, or insane, or afflicted with any infirmity of body or mind?
17. If dead, at what age did the father die, and of what disorder?
18. Where was the mother of the applicant born?
19. What was the general bodily condition of the mother of the applicant,—strong and healthy, or the contrary?
20. Was she ever subject to scrofula or to fits?
21. Were all her senses perfect?
22. Was she always a temperate woman?
23. About how old was she when the applicant was born?
24. How many children had she before the applicant was born?
25. Was she related by blood to her husband? If so, in what degree,—first, second, or third cousins?
26. If dead, at what age did she die, and of what disorder?

27. Was there any known peculiarity in her family; that is, were any of her grandparents, parents, uncles, aunts, sisters, brothers, children, or cousins, either blind, or deaf, or insane, or afflicted with any infirmity of body or mind?

28. What are the pecuniary means of the parents or immediate relatives of the applicant?

29. How much can they afford to pay toward the support and education of the applicant?

For further particulars, address M. ANAGNOS, DIRECTOR OF THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

Commonwealth of Massachusetts.

In the Year of Our Lord One Thousand Eight Hundred and Twenty-nine.

AN ACT

TO INCORPORATE THE NEW ENGLAND ASYLUM FOR THE BLIND.*

SECT. 1. *Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same,* That Jonathan Phillips, William Prescott, Isaac Parker, William B. Calhoun, Israel Thorndike, Jr., Thomas H. Perkins, William Sullivan, William Parsons, Robert Rantoul, Theodore Sedgwick, Stephen C. Phillips, Richard D. Tucker, John Welles, Samuel T. Armstrong, Thomas Kendall, John Tappan, William Appleton, Samuel A. Eliot, Stephen White, James Savage, Amos Lawrence, Abbott Lawrence, Josiah J. Fiske, George Bond, Edward Brooks, William Thorndike, John Homans, James C. Merrill, Franklin Dexter, John C. Gray, William H. Prescott, Bradford Sumner, Benjamin S. Pickman, John D. Fisher, Isaac L. Hedge, William P. Mason, John Lowell, Jr., Charles M. Owen, Thomas A. Greene, together with such other persons as may be admitted members of the corporation hereinafter created, according to the by-laws thereof, be, and they hereby are, incorporated by the name of the New England Asylum for the Blind, for the purpose of educating blind persons.

SECT. 2. *Be it further enacted,* That the said corporation may take, receive and hold, purchase and possess, any grants and devises of lands and tenements, in fee simple, or otherwise, and any donations, bequests, and subscriptions of money, or other property, to be used for the erection, support, and maintenance of an asylum for blind persons: *provided,* that the income of said corporation, from its real and personal estates together, shall not, at any time, exceed the sum of thirty thousand dollars.

* The name was changed to that of the New England Institution for the Education of the Blind.

SECT. 3. *Be it further enacted*, That the legislature of this Commonwealth, or any committee or officer duly appointed by them for that purpose, may, from time to time, send to the said asylum, for maintenance and education, such blind persons as they may think proper, which persons so sent shall be admitted to all the privileges, and be subject to all the rules and regulations, of the said asylum: *provided*, that the whole number of blind persons so maintained and educated at said asylum, under the authority of the legislature of this Commonwealth, shall at no one time exceed thirty.

SECT. 4. *Be it further enacted*, That the said asylum shall be under the direction and management of twelve trustees, who shall be chosen annually, and shall remain in office until others are chosen and qualified in their stead; four of which trustees shall be chosen by the board of visitors hereinafter mentioned, and the remaining eight by the corporation aforesaid.

SECT. 5. *Be it further enacted*, That the said corporation may, at their first or any subsequent meeting, choose all necessary and convenient officers, who shall have such powers and authorities as the said corporation may think proper to prescribe and grant to them, and shall be elected in such manner and for such periods of time as the by-laws of said corporation may direct. And the said corporation may make and establish such by-laws and regulations for the internal government and economy of said asylum, as they may think proper, provided the same are not repugnant to the laws and Constitution of this Commonwealth.

SECT. 6. *Be it further enacted*, That the governor and lieutenant-governor, the president of the Senate, and speaker of the House of Representatives, with the chaplains of the legislature, for the time being, be, and they hereby are, made and constituted a board of visitors of the said asylum, with authority to visit the same semi-annually, and as much oftener as they may think proper, in order to inspect the establishment, and to examine the by-laws and regulations enacted by said corporation, and generally to see that the object of the said institution is carried into effect.

SECT. 7. *Be it further enacted*, That there shall be paid out of the treasury of this Commonwealth, to the said corporation, for the maintenance and education of each blind person sent to the said asylum under the authority of the legislature, the same compensation as, by the by-laws of said corporation, may be demanded and is actually received for the maintenance and education of such other blind persons as are at that time residing in said asylum. And the governor of this Commonwealth, for the time being, is hereby authorized, by and with the advice of the council, from time to time to draw his warrant on the treasurer for such sums of money as

shall appear, from a certificate under the hands of the four trustees appointed by the board of visitors as aforesaid, to be the true amount then due to the said corporation from the Commonwealth, for the maintenance and education of such persons.*

SECT. 8. *Be it further enacted*, That it shall be lawful for the said corporation, at any general meeting of the members thereof, to alter and change the name of said corporation, and to substitute therefor such other name as they may deem expedient. And upon such change, so as aforesaid made, the said corporation shall have, hold, and enjoy all the powers and privileges given by this act, notwithstanding such alteration and change of name.

SECT. 9. *Be it further enacted*, That Jonathan Phillips is hereby authorized to call the first meeting of said corporation, by causing a notification thereof to be published three weeks successively in any three of the newspapers printed in the city of Boston.

BY-LAWS.

ARTICLE I.

The Corporation shall be composed of the persons named in "An Act to incorporate the New England Asylum for the Blind"; of such persons as may be at any legal meeting elected members by ballot; of such persons as have been at any time appointed members in behalf of the State; and also of all such persons as shall pay the sum of twenty-five dollars or upwards.

ARTICLE II.

There shall be an annual meeting of the Corporation on the first Wednesday of October in every year, for the purpose of electing officers of the Institution, at which meeting the following officers shall be chosen by ballot, namely: A President, a Vice-President, eight Trustees, a Treasurer, and a Secretary, to serve until the next annual meeting, and until others are chosen and qualified in their stead: provided, however, that if, from any cause, the officers should not be elected at the annual meeting, they may be elected, or any vacancy filled, at any other meeting regularly notified for the purpose.

* By a subsequent Act the sum of $30,000 per annum is appropriated by the State towards the support of the Institution.

ARTICLE III.

Notice of the annual meeting shall be given, by the Secretary, in one or more of the newspapers printed in Boston, at least seven days previous to the day of meeting.

ARTICLE IV.

The President, or, in his absence, the Vice-President, shall preside at all meetings of the Corporation.

ARTICLE V.

The Secretary shall call a special meeting of the Corporation on the requisition of the Board of Trustees, or of any ten members of the Corporation,—notice being given as for the annual meeting.

ARTICLE VI.

It shall be the duty of the Board of Trustees to meet at least as often as once every three months. Three shall form a quorum for ordinary business; but a majority of the whole shall be required for a quorum at any meeting to act upon the transfer of real estate. They shall have power to take any measures which they may deem expedient for encouraging subscriptions, donations, and bequests to the Corporation; to take charge of all the interests and concerns of the Institution; to enter into and bind the Corporation by such compacts and engagements as they may deem advantageous; to appoint a Director who shall have the general supervision of the Institution, and, through him, all necessary officers and assistants, with such compensation as they may deem proper; also a Medical Inspector, with an appropriate salary; to make such rules and regulations for their own government and that of the establishment, and not inconsistent with these By-Laws, as may to them appear reasonable and proper, subject, however, to be altered or annulled by the Corporation. They shall cause a fair record to be kept of all their doings, which shall be laid before the Corporation at every meeting thereof; and at every annual meeting they shall make a report in writing on the Treasurer's accounts, and on the general state of the Institution; comprising a statement of the number of persons received into and discharged from the same, the employment of the pupils, and an inventory of all the real and personal estate of the Corporation.

ARTICLE VII.

It shall be the duty of the Secretary to notify and attend all meetings of the Corporation, and to keep a fair record of their doings. It shall, moreover, be his duty to furnish the Treasurer a copy of all votes of the Corporation or of the Trustees, respecting the payment of moneys by him.

ARTICLE VIII.

It shall be the duty of the Treasurer to receive and have the custody of all moneys and securities belonging to the Corporation, which he shall keep and manage, under the direction of the Trustees. He shall pay no moneys but by their order, or the order of their committee, duly authorized. His books shall be open to the inspection of the Trustees. He shall make up his account to the first day of October, in each year, together with an inventory of all the real and personal estate, and of the debts due to and from the Corporation; and he shall give such bonds for the faithful discharge of his duties, as the Trustees shall, from time to time, require.

ARTICLE IX.

These By-Laws may be altered at any meeting of the Corporation: *provided*, that public notice of an intended change is given one week previous to such meeting, and that two-thirds of the members present approve the alteration.

RULES AND REGULATIONS OF THE TRUSTEES.

A meeting of the Trustees shall be held quarterly.

The presence of three members shall constitute a quorum.

STANDING COMMITTEES.

Some one of the Trustees shall visit the Institution as often as twice in each month, in the capacity of Visiting Committee.

This Committee may examine the state of the Institution; the progress, etc., of the pupils; and receive and examine any reports of the Director.

This Committee may report on the state and condition of the Institution at any quarterly meeting of the Trustees.

In addition to the Visiting Committee, there shall be annually appointed by the Board of Trustees the four following Committees:—

1. A Committee on Education, who shall have in charge the care of the musical instruments belonging to the Institution; the purchase of all books, maps and apparatus; the overseeing of the course of study; the printing of all books published by the Institution; and the general care and oversight of all matters relating to the course of instruction pursued in the establishment.

2. A House Committee, who shall have the care of all repairs, grounds, heating, furniture, and laundry; oversight of housekeeper's department and workshop, and charge in general of the store in the city.

3. A Committee on Finance, who shall have charge of any extraordinary expenses; of making investments; renting the spare room in the city; making applications to legislature, etc.

4. A Committee on Health, who, with the advice of the Medical Inspector and Director, shall regulate drainage, bathing, diet, exercise, and all matters pertaining to the general health of the pupils; and shall determine the quantity and kinds of exercise to be taken in the gymnasium.

Auditors of Accounts.

Two of the Trustees shall be appointed annually as Auditors of Accounts, and the Treasurer shall pay no money except upon their order.

Director.

The Director shall appoint all Teachers and Assistants, subject to the approval of the Committee on Education.

It shall be the duty of the Director to be in daily attendance at the Institution; he shall direct the course of studies to be pursued in the school, with the consent of the Committee on Education; the work to be done in the shop, etc.

He shall cause an account to be kept of the articles made, and of the sale of the same.

He shall lay before the Trustees, at each quarterly meeting, a report of the state of the Institution, and such account to the Visiting Committee as may be required, and shall act as Secretary at the meetings of the Trustees.

He shall cause an account current of the sales and expenditures of the workshop and *salesroom* to be kept, and shall submit the same to the Trustees or Visiting Committee whenever required.

He shall direct a quarterly examination of the pupils, at which any of the Trustees may be present.

He shall prepare the Annual Report of the Institution, to be presented to the Committee on Education for revision, previous to being laid before the Trustees to act thereon.

The teachers, assistants, workmen, and pupils shall be under the immediate direction of the Director; and no orders shall be given to them except through him.

Medical Inspector.

It shall be the duty of the Medical Inspector to visit the Institution at least twice in each week, and to keep a careful supervision of the health of the pupils, their diet, cleanliness, and the general hygienic condition of the buildings and grounds.

Admission of Beneficiaries.

Candidates for admission must be over eight, and under fourteen years of age, and none others shall be admitted except in special cases.

They should produce certificates of incurable blindness from some respectable physician of regular standing. They must be free from any epileptic or contagious disorder, and from any physical affliction that would render them unfit inmates with others.

Beneficiaries should produce a certificate from the selectmen or the overseers of the poor of their town, stating that their parents and immediate relatives are unable to defray the expenses of their education.

They must produce satisfactory evidence of good moral character whenever it is required.

They must be provided with a sufficient stock of decent and comfortable clothing.

The clothing must be renewed by the parents or guardian from time to time as may be necessary; anything more than common mending will not be done at the expense of the Institution.

All the articles of clothing must be marked with the name of the owner, *at full length.*

Admission of Pupils not Beneficiaries.

Any blind persons of proper age and qualifications may be admitted to the Institution, at the discretion of the Director and of the Committee on Education. They shall pay at least twenty-five dollars per month, one quarter in advance, or give sufficient security therefor.

This sum will cover all the expenses of board and ordinary tuition.

Instruction.

The pupils will be taught reading, writing, arithmetic, algebra, geography, history, physiology, and such other subjects as are

taught in the best common schools; beside vocal and instrumental music.

They will be required to observe strictly all the rules and regulations of the Institution.

No one can absent himself from the Institution without the permission of the Director; nor from the school-room, without his consent, or that of the instructor.

The hours for work, for study, and for recreation being established by rule, each pupil will be expected to conform strictly to them.

All will be expected to attend Divine service on the Sabbath; but each may select his own place of worship,—provided he furnishes himself with a guide.

The Rules and Regulations of the Trustees may be altered by the Trustees at any regular meeting of the Board, provided that notice has been given of the proposed change at the preceding regular meeting, and provided that every member not present at such preceding meeting shall have written notice of the same.

APPENDIX.

THE MASSACHUSETTS PHILANTHROPIST.

MEMOIR OF DR. SAMUEL GRIDLEY HOWE.

BY JULIA WARD HOWE.

WITH OTHER MEMORIAL TRIBUTES.

During his years of study, he had undergone an experience very common with medical students; viz., that of supposing himself to be affected in turn by many of the diseases with whose symptoms he became acquainted. He was not destined, however, to swell the ranks of the practising physicians of Boston. The romance of his character was soon to call him in another direction, leading him to delights and dangers congenial to his chivalrous nature.

The Greek Revolution was now well begun, and the light of a national resurrection streamed across the wide continent and wider ocean, and set young America on fire with its blaze. A strong and generous impulse moved Dr. Howe to forsake the prospects opening to him in his own country, and to throw his youthful energies into the scale of the oppressed race, struggling single-handed against a wide-spread and powerful barbarism which, up to that time, counted the states of Europe as its allies. The example of Lord Byron had given a high poetic sanction to the crusade of the philhellenes, and this, no doubt, had its weight with our young hero, who was a passionate admirer of the English bard. But the same enthusiasm for human freedom, the same zeal for human deliverance, appearing in every important act of his later life, attests the originality and fervor of his philanthropic inspiration.

Dr. Howe found in those about him little encouragement for an undertaking so new and unaccustomed. He used to mention Gilbert Stuart, the distinguished painter, with gratitude, as almost the only friend of those days who bade him Godspeed on his errand of mercy. Strong, however, in his own conviction and intention, he embarked on board a brig bound for the Mediterranean, and, landing at Malta, took passage in an Austrian vessel to Napoli de Monembasia, in Peloponnesus. From this place, he succeeded in pushing his way to the headquarters of the provincial government, assisted only by a letter of introduction from Edward Everett to a Greek acquaintance of his, formerly resident in Germany. Of this period, Dr. Howe writes:—

"In the winter, the much-dreaded expedition of Ibrahim Pacha, with the Egyptian army, landed at Modon (Methone). Attempts were made by the Greek government to get up an army to oppose them, and Mavrocordato accepted my offer to go with them as surgeon. The President and Mavrocordato came to the south of Peloponnesus with such forces as they could raise. At first there was an attempt to organize the army, and I attempted to create hospitals and to organize ambulances for the wounded. But after the capture of Navarino by the Turks, everything was thrown into confusion. Mavrocordato fled to Napoli. The dark day of Greece had come. All regular opposition of the Greeks was overcome. The

MEMOIR OF DR. SAMUEL GRIDLEY HOWE.

The object of the following pages is to present, for the benefit and instruction of the blind, a brief memorial of one of their greatest benefactors. When any class of human beings suffers under the weight of special disadvantage or disability, the individuals composing it will rarely attain the average benefits and standard of society without the intervention of some special helpful agency. Heaven seems, under such circumstances, to raise up chivalrous friends and champions, to whom the specialty of the misfortune affords a point of interest equally special and individual. The instruction of the blind as a class, in any of the higher branches of intellectual culture, dates only from the beginning of this century. Few of those engaged in it have had in view the possibility of raising the blind to the level of intelligent self-reliance and self-support. In France and in England, where the earliest efforts were made for their instruction, it was scarcely imagined that they could become self-supporting. Much of what was done in their behalf had the air of a charity undertaken for the relief of a pauper class.

Dr. Howe's view of the blind, and of their capacities, differed widely from that generally received in the days of his earlier labors. His ingenious mind easily saw that in a number of pursuits they might be trained to compete with seeing people. In judging of his work, it must always be borne in mind that he started upon this equal and even plane of human right and obligation. He assumed that the State owed to the blind an education as availing as that provided for its seeing citizens. And he had faith, at the same time, that this education, if properly given, would make the same return to the State that its common education makes, by enabling an important class of its citizens to aspire to the rewards of industry and the dignity of independence.

This great and good man was born in Pleasant Street, Boston, November 10, 1801. He was the third child of Joseph N. Howe and Patty Gridley. His father was a ship-owner and a manufacturer of ropes and cordage, which he furnished in large quantities, mostly

on credit, to the United States Government during the war of 1812. The failure of the Government to acquit this indebtedness, had much to do with the business reverses which, at a later day, deprived Mr. Howe of the greater part of his property. Mrs. Howe was a relative of the engineer intrusted with the fortification of Bunker Hill on the night preceding the memorable battle. Dr. Howe's recollections of his childhood were full of the charm of his mother's presence and character. Mrs. Howe was one of the beautiful women of her day, and was much esteemed for her kindness and benevolence. To her son she always remained an angel of goodness and of protection.

On one occasion the little fellow, always bold and adventurous, fell from a floating cake of ice into the waters of the Back Bay, and narrowly escaped drowning. He was brought dripping into his father's place of business. "Go home, and tell your mother to whip you," was that parent's sentence. "I ran home," the Doctor used to say, "but my mother did not whip me." Whenever he related this little incident, the tone of his voice expressed a sense of the safety and sweetness of that mother's love, which the passage of years and the scenes of a life crowded with interest had been powerless to efface.

Samuel Howe was early a pupil at the Boston Latin School, of whose rough manners and discipline he always retained a vivid recollection.

On one occasion, a great political excitement prevailing in the city communicated itself to the pupils of the school. The children, then as now, adopted without question the views of their parents. All but two were Federalists, and these two were threatened with summary violence unless they would recant their profession of faith. One of the children submitted to the pressure of numbers; but little Sam Howe manfully stood his ground, and was hurried to the head of the stairs and thrown down headlong.

Dr. Howe entered Brown University, at Providence, in the year 1818, and the seventeenth year of his age.

When Dr. Caswell, ex-President of this College, and a classmate of the Doctor's, essayed to speak of his college life on the occasion of the Howe memorial service, it will be remembered by those present that he at first hesitated, then smiled, and finally was obliged to own that what he had to tell related in great part to deeds of boyish mischief. He spoke of the Doctor's lithe, active figure, quick mind, and energetic temperament, but was forced to say that the young man's exercise of his faculties was often such as to give great trouble to those charged with his education. This statement

was not made without much suppressed amusement on the part of the speaker, in whose feelings the audience fully sympathized.

The academic curriculum had not, in itself, much interest for one so brimming over with the vitality of youth, and from the first disposed to take so active a part in practical life as the subject of this memoir. The very character of his youthful extravagances shows this tendency. Practical jokes were his passion, and in devising and executing them he displayed much of the spirit and ingenuity which made his riper years remarkable. Many of his feats were daring, some of them difficult. He it was who, aided by willing friends, forced the President's horse to the upper story of one of the college buildings, where he was discovered with amazement some days later. Yet his attainments, even in those days of frolic, were respectable. His mind was keen, speculative, and active. He was early a lover of literature, and especially of poetry, with which his memory was well stored. On one occasion he officiated as the poet of his class, and produced a composition of some length, on a subject taken from Hebrew history. Of this performance he sometimes spoke in after-life with humorous recollection.

Dr. Howe, in later years, recalled with pain the time and opportunities wasted, or appearing to have been wasted, by him in youth. Like many in similar circumstances, he thought the faults of his academic career not wholly his own. He did not recognize, in his remembrance of it, any direct personal influence leading him to the best use of his powers, or to that enthusiasm for beautiful and noble things of which he must surely, even at that thoughtless age, have been capable. However this may have been, the splendor and solidity of his manhood make us sure that much latent good was conveyed in the education which he considered so imperfect. To judge by what he retained of it in later life, the drill of Brown University, though dry, must have been thorough. Dr. Howe was particularly well grounded in Latin. His use of his own language was clear, pure, and forcible, and his taste in literature correct and careful. If we add to these accomplishments that of a systematic and industrious habit of life, which he retained until its very end, we shall be led to conclude that his alma mater was no careless nurse, even for a youth of so much fire and adventure.

Dr. Howe graduated in the year 1821, and soon after returned to his native city, to devote himself to the study of medicine. Dr. Ingalls, Dr. Parkman, Dr. Jacob Bigelow, and Dr. John C. Warren were his principal instructors. He seems to have applied himself to this pursuit with ardor, and in due course of time was qualified to exercise the healing art, and admitted to the practice of medicine.

During his years of study, he had undergone an experience very common with medical students; viz., that of supposing himself to be affected in turn by many of the diseases with whose symptoms he became acquainted. He was not destined, however, to swell the ranks of the practising physicians of Boston. The romance of his character was soon to call him in another direction, leading him to delights and dangers congenial to his chivalrous nature.

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Turks advanced fiercely and rapidly up the Peloponnesus. I joined one of the small guerilla bands that hung about the enemy, doing all the harm they could. I could be of little or no use as surgeon, and was expected to divide my attention between killing Turks, helping Greeks, and taking care of myself.

"I was naturally very handy, active, and tough, and soon became equal to any of the mountain soldiery in capacity for endurance of fatigue, hunger, and watchfulness. I could carry my gun and heavy belt with yatagan and pistols all day long, clambering among the mountain passes, could eat sorrel and snails, or go without anything, and at night lie down on the ground with only my shaggy capote, and sleep like a log."

Dr. Howe's acquaintance with the Greek classics did not at once introduce him to the language of the modern Greeks. He lived among them for weeks, and even months, without understanding a word of their speech. He used to confess, with some amusement, that the first phrase which he understood was one referring to himself. "What a handsome youth!" said an old chief to his companion, as they lay stretched upon the ground in an interval of repose; "*ti eumorphon paidi!*" His personal beauty, at this time, is said to have been remarkable.

The ranks of the philhellenes of that day exhibited a motley variety of motive and character. Enthusiasts, adventurers, soldiers, Bohemians,—men of high character and purpose,—and with them some of those chronic malcontents of society, to whom every upturning of established usages promises to be welcome.

Dr. Howe was no holiday soldier. When he threw his fresh youth into the wavering scale of human freedom, he had counted the cost and foreseen the outlay. As he had joined the Greeks in the character of a true champion, so in later life it never became his office to revile or undervalue them. Many of those who sought to aid them expected to find in them a people exceptionally wise and noble. But centuries of a barbarous rule had depressed and degraded them. They had many of the characteristics of children and of slaves. Dr. Howe considered them a race endowed with great intelligence, and averse to coarse and sensual indulgence. Going step by step with them through their heroic struggle, he formed a hero's estimate of a people outraged and oppressed, who had, after long enforced endurance, at last found means to vindicate their claim to national existence.

The experience of those years of unceasing warfare, as briefly recounted from time to time by Dr. Howe, reminded one of Paul's synopsis of his years of trial. "In journeyings often, in perils of robbers, in weariness and painfulness, in watchings often, in hunger

and thirst, in cold and nakedness." In the beleaguered city, fiery death without the walls, famine and fever within. On the battle-field, with comrades falling around him. On the deck of the war-ship, amid the roar of cannon. On the march and beside the camp-fire, with the little Greek army, hunted from one fastness to another, poorly armed and worse provisioned, but undaunted and indomitable. Like the rest, he fed poorly, or fasted. Like them, he slept upon the ground. But their fight was his fight, only because it was the fight of humanity.

In the neighborhood of Mycenæ, the writer visited with Dr. Howe, in 1867, a curious Cyclopean cave, in which he told her that he had often sought a refuge from inclement weather. The severity of the exposure which he underwent at length resulted in a serious attack of malarial fever, whose poison lingered long in his robust system, and took effect in his later years in the form of severe headaches.

If romance and adventure had been the only attractions of this savage campaign, we may fairly suppose that its excitements would soon have palled upon the taste of the young American, accustomed to the refined habits and intercourse of civilization. But in his case, the zeal which prompted the first effort ripened into the persistence which alone could make it availing. He was to be something more to the Greeks than a gallant lance or a waving plume, and his aid and counsel grew in value with every year which passed and found him still in their service.

After six years spent among the vicissitudes of war, it became evident to Dr. Howe that the Greeks would be overcome by starvation, unless prompt relief could be at once afforded them. To obtain this, he returned to America, and began, as he used to say, to preach a crusade in their favor. Though never especially given to oratory, he must have carried into this mission the eloquence of zeal and conviction. His fervid pleadings awoke a generous response in the hearts of his countrymen. The purse-strings of wealthy citizens were unloosed. Ladies contributed their spare garments, and children their toys, to swell the tribute of the new civilization to the old. The sum collected on this occasion amounted to some sixty thousand dollars,—a sum representing a much greater value in those days than in these. A great amount of clothing was also contributed. Dr. Howe invested the greater part of the money obtained in provisions, of which the progress of the war had made the Greeks nearly destitute. The constant demand made upon the able-bodied men of the country for military service had left but a small remnant to fulfil the offices of commerce and agriculture,

and the perpetual wasting of fire and sword made even the labors of these few unavailing. The aid brought from America was most carefully distributed by Dr. Howe. On one occasion, he was visited by an agent who had applied to his own use some of the clothing sent for the suffering Greeks. The Doctor was filled with indignation at the sight of the stolen apparel, and reproved the culprit severely for his peculation. Finally, as the latter became insolent, Dr. Howe tore the clothing from the body of his visitor, and turned him naked into the street.

A great number of Greek families having taken refuge in and near Ægina, Dr. Howe established at that place a main depot for the distribution of clothing and provisions. As all these people were without work, he commenced the building of a mole whose construction gave occupation to a great number of men, women, and children. The stones for this work were taken, ready hewn, from the foundations of a ruined temple in the neighborhood. The quay, a beautiful one, is still standing, and is called the American Mole.

Somewhat later, Dr. Howe applied to the Greek government for the grant of a large tract of land upon the Isthmus of Corinth, where he proposed to establish a colony of exiles. The land was given him, and the first cottages were soon built. He says of this undertaking: "The government granted ten thousand *stremmata* of land, to be free from taxes for five years; but they could not give me much practical help. I was obliged to do everything, and had only the supplies sent out by the American committee to aid me. The colonists, however, coöperated, and everything went on finely. We got cattle and tools, ploughed and prepared the earth, got up a school-house and a church. In one of my journeyings, I found a sick straggler,—a deserter, probably, from the French army,—who was by trade a wheelwright. After curing him, I got him to build a cart, and it was such a marvel that the peasantry flocked from all the neighboring districts to see it, having never seen a wheeled vehicle before."

Dr. Howe published, in 1828, a work entitled "A History of the Greek Revolution." This book, though rarely met with in these days, was received with much interest at that time. It is valuable to-day as a concise and graphic narrative of events, in some of which the historian had a part, and of all of which he possessed the knowledge of one near to the scene of action. Even after reading Mr. Finlay's finished pages, one can take up Dr. Howe's recital with interest. The force and spirit of the author are felt throughout, and he adds to the fervor of youth the rarer merit of a calm and dispassionate judgment.

Dr. Howe now returned to his native country, to find there a new object of interest, destined to claim the longest and most continuous service of his life. A friend of his, Dr. John D. Fisher, of Boston, had recently returned from Paris much impressed with the education of the blind as pursued in that city in the schools founded by the Abbé Haüy. He conferred with Dr. Howe upon the subject, and his representations had, no doubt, much weight in the resolution adopted by the latter of visiting Paris once more, with a view of making himself master of the methods of instruction already adopted in that city. This intention was carried into effect in 1830, and our hero, already accustomed to bear a part in the battles of freedom, soon found himself upon the field of the revolution which brought Louis Philippe of Orleans to the throne of France. This revolution, known as that of the Three Days, needed no help from foreign hands. Lafayette, seeing the young American about to expose himself to danger, is said to have admonished him gravely, saying, "Young man, reserve yourself for the needs of your own country,—this is *our* battle." But Lafayette, a little later, found in his young friend an able coadjutor in a task of some difficulty, and attended with graver peril.

The Polish nation were, at this time, in revolt against their Russian masters, and the friends of freedom throughout the world regarded their struggle for independence with great interest. Considerable supplies of money and clothing were sent from America for their benefit. These contributions were consigned to Gen. Lafayette, in Paris, to be employed as he should see fit. More than one fruitless effort had been made to send the needed aid across the Prussian frontier, within which a large body of the insurgents, driven over their own border, had taken refuge, holding at bay a *cordon* of Prussian soldiers, by whom they had been treacherously surrounded.

Dr. Howe was, at this time, about to visit Berlin, in order to inspect the school for the blind founded in that city by the Abbé Haüy, some twenty-five years earlier. At the request of Gen. Lafayette, he became the bearer of gifts of American sympathy to those who were sorely in need of such assistance. Having accomplished this mission, which, for a time, revived the sinking hearts of the brave patriots, he proceeded to Berlin, where he was arrested at his hotel on the very night of his arrival. At midnight a knock was heard at the door of his room. He opened it, and saw three emissaries of the police, who, disguised as citizens, and commanding the stranger to come with them, presently answered his demands by showing their badges of office beneath their plain attire. After

some parley, he persuaded them to leave him in peace until the following morning, giving his word of honor that he would then accompany them without resistance. The remainder of the night was employed by him in disposing of the papers which would have implicated others in his perilous undertaking. The ingenuity of his college days here stood him in stead. Having torn to shreds some unimportant letters and memoranda, he threw the fragments into a basin of water. The papers which it was important but dangerous to preserve, he concealed in the hollow part of a bust of the King of Prussia, where they remained undiscovered until a friend of his, visiting Berlin, found them by his direction.

A new experience now added itself to the already varied fortunes of the young philanthropist. He was subjected to rigorous confinement, interrupted only by vexatious and oft-repeated interrogations. He spoke in after years, though rarely, of his dark and dismal dungeon, whose dreariness and discomfort were extreme. The worst of its features was to him the daily encounter with felons at the period allotted for breathing the outer air of the prison inclosure. The fact of his arrest and confinement was, nevertheless, a secret, and might long have remained so, but for a fortunate accident. Dr. Howe, on the day of his arrival in Berlin, had met a friend from America. This was none other than Albert Brisbane, the well-known disciple of Fourier. This gentleman, calling the next day at the hotel named on Dr. Howe's card, could find no traces of him. It was denied that any American had been there, but Mr. Brisbane, learning the visit of the police on the previous night, became suspicious of foul play, and wrote at once to the American Minister at Berlin, Hon. William C. Rives. The case was immediately investigated, and a requisition was made upon the Prussian government for the person of an American citizen, unjustly detained. After repeated denials on the one hand, and a creditable persistence on the other, the point was yielded, and Dr. Howe regained his liberty, but not until he had made a journey of six hundred miles, in a carriage with two *gendarmes*, who released him just outside the Prussian frontier, with an admonition never to cross it again.

We have already spoken of Dr. John D. Fisher, of Boston, as the prime mover in those efforts for the welfare of the blind which resulted in the establishment of the present Institution. In accordance with these efforts, and greatly in consequence of them, no doubt, an appropriation for the education of the blind was made in 1829, and the year following, a charter, incorporating the proposed institution, was obtained. The interest awakened by Dr. Fisher

extended itself to several prominent citizens, and we find a letter addressed to Dr. Howe by a committee of gentlemen charged with hastening forward the commencement of operations, bearing the date of January 18, 1832, and the signatures of Edward Brooks, John D. Fisher, and John Homans. This letter, which expresses a desire for the Doctor's speedy return, and the immediate opening of the Institution, at the same time accedes to his request, that from one to three months might be granted to him for matters of private interest.

A letter from Dr. Howe to Mr. Rives, dated at Metz, April 6, 1832, gives the news of his restoration to personal liberty. Between the dates of these two letters, therefore, the adventurous expedition, the imprisonment, and the liberation must all have taken place. Dr. Howe returned to America soon after this time, and commenced the experiment of teaching the blind. This he was obliged at first to do on a small scale. He began with six children, two of whom, sisters, he found on one of the public roads. These he taught at first at his father's house, removing subsequently to a small hired dwelling in Hollis Street, where he was visited by Horace Mann, as will be seen by the following letter from Miss E. P. Peabody:—

"When we first became acquainted with Mr. Mann, he took Mary (afterwards Mrs. Mann) and me to a small wooden house in Hollis Street, where, in the simplest surroundings, we found Dr. Howe, with the half-dozen first pupils he had picked up in the highways and by-ways. He had then been about six months at work, and had invented and laboriously executed some books with raised letters, to teach them to read, some geographical maps, and the geometrical diagrams necessary for instruction in mathematics. He had gummed twine, I think, upon cardboard, an enormous labor, to form the letters of the alphabet.

"I shall not, in all time, forget the impression made upon me by seeing the hero of the Greek Revolution, who had narrowly missed being that of the Polish Revolution also; to see this hero, I say, wholly absorbed, and applying all the energies of his genius to this apparently humble work, and doing it as Christ did, without money and without price. His own resources at this time could not have paid the expenses of his undertaking, with all the economy and self-denial he practised. The fuller purse of his friend and brother, Dr. Fisher, assisted him. Soon after our visit to him, he brought out his class for exhibition, in order to interest people and get money sufficient to carry on the work upon a larger scale. The many exhibitions given created a furor of enthusiasm, and Col. Perkins's great heart responded to the moving appeal. He now offered his fine estate in Pearl Street, a large house and grounds, for the use and benefit of the blind, provided tha thet city of Boston would raise $50,000 for the same purpose. To this appeal the ladies of Boston responded by planning and holding the first fancy fair ever known in Boston. It was

held in Faneuil Hall, and everybody contributed, either in money or in articles for the sale. The net result of this fair amounted to something over $49,000."

Those who took part in this fair, and those who visited it, were wont to speak of it long afterwards as surpassingly brilliant and delightful. The beautiful young ladies and stately matrons of the Boston of that day gave it all the support which their various endowments could contribute. It was also largely visited and patronized by people from the surrounding country and towns. Prominent among the heads of tables stood Mrs. Harrison Gray Otis, then in the prime of her matronly beauty, and heartily interested in the new enterprise. Many other well-known and honored names will be recalled by those familiar with the time and event. Among these, we may mention Mrs. Walter Baker of Dorchester, then Miss Eleanor Williams, Mrs. Rice and Mrs. Bates, sisters of Mrs. Otis, the beautiful Marshall sisters; in short, the most prominent ladies of the time.

Now followed for Dr. Howe years of labor, less harassing, perhaps, than the vicissitudes of the Greek campaign, but making even greater demands upon his powers of work and of endurance. In estimating this part of his career, we must not suppose that the youth and fashion of Boston were always intent upon the needs of his Institution. The romance of charity easily interests the public. Its laborious details and duties repel and weary the many, and find fitting ministers only in a few spirits of rare and untiring benevolence. Dr. Howe, after the laurels and roses of victory, had to deal with the thorny ways of a profession, tedious, difficult, and exceptional. He was obliged to create his own working machinery, to drill and instruct his corps of teachers, himself first learning the secrets of the desired instruction. He was also obliged to keep the infant Institution fresh in the interest and good-will of the public, and to give it a place among the recognized benefactions of the Commonwealth.

All this he accomplished, but not so easily as we relate it. He superintended, moreover, every detail of the management and discipline of the Institution, which in a few years came to number one hundred pupils. He continued for a long time to be the principal instructor, and did not give up the tuition of certain classes until he had long passed the meridian of life.

From the first, his rules were simple, but strict. Early hours, cold bathing, careful diet, exercise in the open air and gymnasium, —these constituted the hygienic repertory of one whose medical studies had not inspired him with great faith in the commonly

received *materia medica*. Dr. Howe's personal habits were such as to enable him, in these respects, to add the force of example to that of precept. He was always an early riser, awake and up at five in the morning. He accompanied his pupils in the morning walk which they took in winter, before the sun was up. His temperament was averse to luxury and excess, and the constant sense of difficulties to be overcome was to him an exhilarating, not a discouraging, influence. So he and his Institution worked and waxed apace in moral weight and intellectual attainment.

A change of locality favored the growth and progress of the Institution. In the monetary reaction which followed the land speculations of the years 1834–5, a large and fine hotel was about to change hands, at a great reduction from its original cost. Dr. Howe desired to secure this building for his blind pupils. The purchase was made on advantageous terms, and Principal and pupils removed thither in the year 1839. Here the writer first saw him, in the summer of 1841, but not until a new and wonderful achievement had added itself to the already remarkable record of his life.

The name of Laura Bridgman will long continue to suggest to the hearer one of the most brilliant exploits of philanthropy, modern or ancient. Much of the good that good men do soon passes out of the remembrance of busy generations, each succeeding to each, with its own special inheritance of labor and interest. But it will be long before the world shall forget the courage and patience of the man who, in the very bloom of his manhood, sat down to besiege this almost impenetrable fortress of darkness and isolation, and, after months of labor, carried within its walls the divine conquest of life and of thought.

In his forty-third and last report of the Massachusetts Institution for the Blind, Dr. Howe briefly but explicitly narrates the circumstances immediately preceding and following the coming of Laura Bridgman to the Institution. He tells us that, as the methods of instructing the blind and deaf-mutes became familiar to him, his mind dwelt with peculiar interest upon the question, whether, in the case, sometimes occurring, of the conjunction of these misfortunes in one person, any combination of these methods could be made to meet the needs of the twofold privation. He desired an opportunity of testing this question, and, in process of time, found one. As if in answer to this prophetic forecast, he received intelligence, in the year 1837, of the existence, in a village of New Hampshire, of a little girl who was blind and deaf, and very deficient even in the sense of smell. He immediately resolved to visit the place, and, arriving there, found Laura, an active, restless child, six years of

age, having been born with all her senses, but having been deprived of three of them in infancy by an attack of scarlet fever. Her father was a respectable farmer, and her mother a woman of remarkable energy. Through the influence of Dr. Howe, upon the latter chiefly, the two parents were induced to part with their child for a time, in order that the momentous experiment of her education might begin.

In the report to which we have already alluded, Dr. Howe has given an interesting statement of the steps by which he first sought to reach this imprisoned intellect. Of this we can only briefly recount the outline. He says, that, after some simple gymnastic exercises, intended to teach her the use of her limbs and muscles, his first effort necessarily was to teach her the elements of written language, those of living speech being beyond her power of attainment.

To this end, he formed, every day, on the palm of her hand, some of the letters of the finger alphabet, combined in the shortest monosyllabic words. He chose especially the words "pin" and "pen," giving her each article as often as he formed in her hand the letters of its name. After countless repetitions of these letters, she at length perceived the difference between the central letters of the two words, and would take up the pen when the letters indicating it were formed for her, making these letters herself, when the pen itself was presented to her. She soon learned also to make the signs for the other article, the pin. On discovering the fact of this twofold representation of things by signs, she smiled, as if suddenly aware of a truth unguessed before, while her instructor exclaimed, "*Eureka! Eureka!*" He had found the entrance to her mind, and she had found the introduction to the whole structure of language.

Tedious and difficult as the education of Laura Bridgman must have been, one may surely envy Dr. Howe the sublime joy of revealing the outer universe of space and life, and the inner world of thought, to this child, destined to awaken so keen an interest throughout the civilized world. We are told that Christ gave thanks to God because his truth had been revealed to babes. Dr. Howe surely shared this devout thankfulness, when he saw the light of thought and of civilization enter the mind of one who had seemed destined to remain not only in darkness, but also in that mental solitude which is worse than the shadow of death.

The first conditions of intercourse being fulfilled, the mind of the little pupil unfolded rapidly. She walked joyously beside her teacher "*haud passibus æquis*," and soon showed, with her increasing vocabulary, the natural adaptation of the human mind to the

methods of thought, which are its eternal possession and inheritance. "Do horses sit up late?" she inquires, before she learns the difference between horse life and human life. When she is apprised of the death of one of her companions at the Institution, she asks, "What has become of Orrin's *think?*" By and by she desires to know who made the world, and the living beings in it. Her instructor then teaches her the faith and love which his own life so nobly exemplifies.

The history of Laura Bridgman cannot be given in these pages. The steps of her wonderful progress are traced by Dr. Howe in the annual reports of the Institution for the Blind, which continued for many years to interest the public, far and near, in her fate and personality. These records made many friends for her; but her introduction to the acquaintance of the general public was made through the instrumentality of one illustrious in literature, the late Charles Dickens. When Mr. Dickens first visited America, in the full bloom of his great popularity, he passed some memorable hours at the Institution for the Blind. The pathos of Laura's case, and the wonder of her enlightenment, made a deep impression upon him, and he who had two hemispheres for his audience, told her story in his admirable style, and gave her a place in the sympathy of Christendom.

In the year 1841, the writer of this Memoir had her attention called, by Charles Sumner and Professor Felton, to the reports already published by Dr. Howe, recounting the beginnings of Laura's education, and the gradual development of her intelligence. The perusal of these documents naturally resulted in a visit to the Institution at South Boston, and a beginning of acquaintance with the remarkable man who was at once its head and its living heart. Laura was then a child of twelve, and sat at her desk with a vivacious countenance, occupied with some lesson in raised letters. Near her sat Lucy Read, a girl somewhat older, from a country town in Vermont, afflicted with the same total privation of sight and of hearing. Laura seemed from time to time to assist Lucy in understanding some lesson like those she herself had so recently learned. She talked rapidly with her fingers, and every now and then a beautiful smile would light up the countenance of her companion.

This young girl had been so wild and shy in her habits as to cover her head and face with a bag made of cotton cloth. When we saw her, the delicacy of her complexion still showed the effects of this seclusion from light and air. Poor Lucy's education was not, however, destined to be completed. Her mother, in ignorant and selfish fondness, soon insisted upon her return home, where she

must have led the life of privation and isolation from which Laura became in so great a degree emancipated.

The acquaintance above mentioned ripened into a good-will which led to a marriage between Dr. Howe and the writer of this Memoir, which took place on the 27th of April, 1843. One week later, the newly married pair started on a tour which was planned to include the points of greatest interest in Great Britain and on the Continent of Europe.

Dr. Howe's bridal journey was made under circumstances of peculiar interest. Almost simultaneously with himself, his dear friend, Horace Mann, had taken a partner for life, and the voyage to Europe was made by the two couples in the same steamer. On arriving in England, they occupied for a time the same lodgings, and many of their visits to public institutions were made in company. I remember among these many workhouses, schools, and prisons. The establishment at Pentonville was then new, and in great favor. The Duke of Richmond and Viscount Morpeth, afterwards Lord Carlisle, were of our party on the day of our visiting the prison. On another occasion, Mr. Dickens accompanied us to Westminster Bridewell, where the treadmill was then in full operation. He appeared much affected at the sight of the unfortunate inmates, and exclaimed in Dr. Howe's hearing, "I cannot blame a woman for killing her own child, if she sees that he will become such a man as one of these." I have already said that the narrative of Mr. Dickens had made the case of Laura Bridgman generally known in England and on the Continent. As a consequence of this, on the occasion of this visit, Dr. Howe became the object of the most gratifying attentions from people foremost in standing and desert. Thomas Carlyle called upon him soon after his arrival in London, and in the course of conversation expressed his amusement at Laura's question about the hours kept by horses. Sydney Smith spoke of Dr. Howe as a second Prometheus. The Duke and Duchess of Sutherland, Lord Houghton (Monckton Milnes), the Marquis of Lansdowne, Basil Montagu, and the poet Rogers were among the pleasant acquaintances made at this epoch. The Doctor was often called upon to recount the steps by which he had led an imprisoned soul from darkness into light.

Dr. Howe, as the companion of those days can testify, kept in these new surroundings his own quiet dignity and modesty. In the highest company, one felt his height above that of other men. And this was shown in his judgment of men and of things, in his true kindness and geniality, and in his transparent simplicity and truthfulness. The presence and praise of people of rank neither uplifted nor abashed him. The humanity which he respected in himself, he

regarded equally in others; but the fact itself, not its adventitious trappings, claimed his service and homage.

On leaving London, we parted for a time with Mr. and Mrs. Mann, but subsequently rejoined them in Germany, where we travelled with them for some weeks. Meantime, however, we had visited the lake region of England, the picturesque mountains of Wales, and had taken a hurried but delightful journey through Scotland and Ireland. In the latter country, the Repeal agitation was at its height. Dr. Howe took much interest in this question, and in company with him I attended a Repeal meeting held at the Dublin Corn Exchange, at which Daniel O'Connell was present. The meeting was held with the special object of acknowledging the receipt of a sum of money sent from friends in America. Dr. Howe did not make his presence known, and of course took no part in the proceedings.

In the course of the summer, Dr. Howe and Mr. Mann again parted company, the latter returning to America in the autumn, while the former, with his party, travelled through Switzerland, where, amid all the beauties of natural scenery, the claims of educational and philanthropic institutions were not forgotten. Arriving in Italy in the autumn, we proceeded, after visiting Milan and Florence, to pass the winter in Rome, where, in the month of March following, a daughter was born to us. It would be difficult to exaggerate the joy manifested by Dr. Howe on this occasion, a new and deep fountain of affection and happiness springing up in his heart to enrich the remaining years of his life.

The winter passed in Rome was one of especial interest to the newly married couple. Besides the enchantment of galleries, churches and antiquities, the society of Rome was at that period very brilliant, and full of interest. Dr. Howe made acquaintance with many men of learning and of merit, among others, with Monsignore Morechini, the well-known philanthropist, and with Monsignore Baggs, bishop of Pella. More congenial to him was the company of George Combe, the distinguished phrenologist, whose treatise, entitled "The Constitution of Man," Dr. Howe considered one of the greatest works of modern times; and that of Theodore Parker, already well known through his sermon on "The Transient and Permanent in Christianity." Dr. Howe had paid much attention to the study of phrenology, and, like Mr. Combe, was much interested in tracing out some confirmation of its theory in the characteristics of Greek sculpture. The two friends now visited together the gallery of the Vatican, and studied its historic heads in the light of their favorite science. They found the head of Jupiter as full of the majesty of intellect as are his features. In

Pallas, the intellectual type of woman's head prevailed, while the head of Aphrodite was small, with a predominance of the organs of sensation over those of thought. The whole series of the Cæsars, too, was followed with corresponding instruction and satisfaction.

Three weeks after the birth of his little daughter, Dr. Howe made a brief visit to Greece. The child had already been baptized by Theodore Parker, and had received the name of Julia Romana.

This visit to Greece had something of the character of an ovation. The most flattering attentions were paid to the philhellene of twenty years' standing. We have already spoken of the colony planted by him in the region called *Hexamilia*, on the Isthmus of Corinth, soon after the conclusion of the war of Greek independence. To this spot his travels brought him, after an interval of many years. As he rode through the principal street of the village, the elder people began to take note of him, and to say one to another, "This man looks like Howe." At length they cried, "It must be Howe himself!" His horse was surrounded, and his progress stayed. A feast was immediately prepared for him in the principal house of the place, and a throng of friends, old and new, gathered around him, eager to express their joy in seeing him. This is only one of many scenes which fully attested the grateful recollection in which his services were held by the people of Greece.

Returning to Rome, Dr. Howe now turned his face homeward, after a brief visit to Naples. The summer was mostly passed in England, where he visited the venerable Dr. Fowler, of Salisbury, a man of a spirit kindred to his own. There also he made the acquaintance of Mr. and Mrs. Bracebridge, and, through them, of Florence Nightingale. Miss Nightingale was at that time a young lady much admired, having already given evidence of the superiority of character and of mind which has since made her name one of those best known and most honored in her own time. The bent of Miss Nightingale's mind was in the direction of what we may call philosophical philanthropy. She held many conversations with Dr. Howe upon matters of humanitarian interest. A warm friendship sprang up between the two, and a second daughter, born during the ensuing year, was honored by bearing the name which was destined to become so illustrious.

Dr. Howe returned to America in the autumn of this year, and resumed his duties as Superintendent of the Institution for the Blind, his place having been filled as far as possible in his absence by his friend, Dr. Fisher. In the year following, he was elected a member of the Boston School Committee, and the zeal and thoroughness with which he caused the public schools of the city to be

examined, were such as to occasion important reforms. Horace Mann, himself, in those days the apostle of our state education, says, in a letter of that time, that the work accomplished in this examination "could only have been done by an angel—or Sam Howe." In common with his friend, Charles Sumner, he also took great interest in the discipline of prisons, and was, like him, an advocate of the separate, as opposed to the silent, system. He was one of the founders of the Society for Aiding Discharged Convicts, and continued its president until the time of his death. A satirical production of those days presented Dr. Howe and Mr. Sumner in the light of two knights-errant of philanthropy, constantly on the look-out for some human right to vindicate, some injury to redress. Fortunate was it for the community that it possessed two such brave and disinterested champions of ideal and practical justice.

The politics of Massachusetts now gave indications of approaching changes, and the parties hitherto dividing the State began to suffer disintegration, and to seek new centres of inspiration and of action. Mr. Sumner's oration on the "True Glory of Nations" gave a warning note which told that the old military theory that might makes right was soon to be put to a new and severe test. Popular feeling was divided upon this subject, and Mr. Sumner and his friends came to be considered as persons of extreme views. But still more, the slavery question, now squarely put before the people by William Lloyd Garrison and Wendell Phillips, at their great personal risk and inconvenience, became the shibboleth by which the ranks of politicians were divided. The representatives of wealth and fashion in Massachusetts were largely on the side of the slaveholder. A certain habit of being cajoled by political leaders, a certain easy good-fellowship which disliked change and contest, led most of that class of citizens usually characterized as "wealthy and influential," in a direction quite opposed to the sad and thankless service of denouncing the sins of the nation. Dr. Howe, now in middle life, and fully occupied with his professional duties, was not eager to enter upon a new conflict for conflict's sake. Yet between the two parties, of which one espoused and the other opposed the cause of universal freedom, there was no doubt as to which must claim his adherence. He soon saw that a new classification of the convictions of the Commonwealth was inevitable, and lent his ready aid in the task of guiding and shaping this classification. He was warmly interested in the election, first, of Dr. Palfrey, and then of Horace Mann, to the National Congress, as well as in the whole series of events which preceded and followed the election of Charles Sumner to the Senate of the United States.

From this more public and stirring theme I must turn back, to take a retrospective view of the professional labors which occupied Dr. Howe during the period between his return from Europe in 1844 and the election of Mr. Sumner in 1851. First among these, in addition to those already spoken of, we may mention the multiplication of books for the blind, and the improvement of the characters used in these books. Dr. Howe was not the inventor of the raised letters, which have made reading by the sense of touch possible to blind persons. He found these letters already invented by the Abbé Haüy. But he improved so much upon the type already in use, as greatly to facilitate the printing of books for the blind. He devoted much study to this object, and after various experiments, succeeded in devising the angular type at present in use in the press of the Massachusetts Institution. To reduce the size of the books printed in raised type, was an important desideratum. He so far succeeded in effecting this reduction, that in the year 1835 he was able to present to the American Bible Society a specimen of printing in which the bulk heretofore required was diminished one-half.

Dr. Howe considered the multiplication of works specially printed for the blind an object of great importance, as increasing their resources and their opportunities for independent study and culture. He spared no effort to this end, keeping it always before the eyes of the community in his reports, while he at the same time neglected no opportunity of bringing so pressing a want to the notice of wealthy and benevolent individuals. The annals of his Institution will show that his efforts, though not entirely attaining the desired result, were yet in a great measure successful.

In the year 1835, he wrote an eloquent letter to the directors of the American Bible Society, asking for such an appropriation from their funds as would enable him to print the whole Bible in raised type. Two hundred dollars had already been obtained towards this end, in answer to an appeal made by Dr. Howe before the congregation of Park Street Church. The Massachusetts Bible Society added to this sum another contribution of one thousand dollars. The New York Female Bible Society gave eight hundred dollars, and the American Bible Society one thousand. This sum of money enabled Dr. Howe to print the New Testament in raised letters,—a service which was hailed with joy by the many blind persons desirous of possessing and reading the book. Six years later, the Managers of the American Bible Society took the necessary steps for completing the printing of the entire Bible in the same type, the plates for the whole work costing some thirteen thousand dollars. The catalogue of books printed at the Massachusetts Institution attests the labor bestowed upon this object by its lamented Princi-

pal. It includes Milton's "Paradise Lost" and "Regained," an encyclopedia of his own compiling, Shakespeare's "Hamlet" and "Julius Cæsar," histories of England and the United States, "Pilgrim's Progress," and selections from the writings of Pope, Baxter, Swedenborg, and Byron. In the last report written by his hand, he mentions the noble donation of Mr. Dickens of a sum of money which enabled the Institution to print a small edition of the "Old Curiosity Shop" for the use of the blind. Laura Bridgman once spoke to me with vivacity of the pleasure with which she had perused this work.

In Dr. Howe's management of the Institution for the Blind two points especially deserve notice. The first of these is his earnest desire, already spoken of, that the blind, as a class, should become self-supporting. His belief in the value of labor to the individual was such that he considered a useless life the greatest of calamities for a human being. In order that the blind should reach the full human standard of efficiency and of service, despite the drawback of the wanting sense, he felt it to be necessary that they should live, not by charity, but by well-earned wages. In view of this object, a department of manual labor was created at the Institution, in which the blind were taught such trades as they can pursue with profit. Cane-work, the manufacture of mats and brooms, the making and cleansing of beds and other articles of upholstery, were the most important of these, and in all of them those instructed attained sufficient facility to ensure a comfortable support. The workshop of the Institution soon grew into an establishment of recognized character and importance, giving instruction and employment, not only to the pupils of the school, but also to adult blind persons obliged to provide for their own support.

The second point to which we would call attention, is the tact which Dr. Howe displayed in discovering both the tendencies and capacities of the blind, and the gifts and deficiencies of individuals among them. In studying these, he soon perceived that, of all intellectual and artistic pursuits, music was that which would afford to the blind the greatest opportunities of labor and remuneration. He saw that their privation of the resources of sight intensified for them the pleasure and significance of sound, and that the nicety of hearing and of touch, by which Nature compensates the missing sense, would make their help valuable in the care of musical instruments. In view of this twofold interest, he was careful to give his blind pupils every advantage in musical instruction, including the tuning of pianofortes and the hearing of music. He was ably seconded in these endeavors by good teachers and by the zeal of the pupils themselves. A great number of blind persons have earned

and continued to earn a comfortable livelihood by the aid of the musical instruction thus supplied. Some of these are employed as organists of churches, many are teachers of music, many are tuners of pianofortes, while others still are agents for the sale and hire of these.*

It is not too much to say that the energy and force of will which Dr. Howe displayed in this matter have made an epoch of progress in the condition and character of the blind. Long treated with neglect, or as the objects rather of pity than of discipline, he found them naturally prone to discouragement, and averse to effort. The thrill of this strong heart, that feared no difficulty and shrank from no encounter, communicated itself first to teachers and then to pupils. The Institution became a happy home of diligent spirits, preparing for a life of use and service. A new fountain of hope and of cheerfulness sprang up among these so-called unfortunates, and this good power will live among the blind as all high and precious influences, once communicated, do live and grow on earth.

On the occasion of the European tour already chronicled, Dr. Howe and Mr. Mann became greatly interested in the method, then already established on the Continent, of teaching deaf-mutes the use of articulate speech. The two friends visited together all the schools of this description which lay within their line of travel. If I remember rightly, they found only one of these in England, and that a small one. But in Switzerland and in Germany, the system had already been fully tried and established, and in these countries we found opportunities of observing pupils in every stage of vocal discipline, from that of the simultaneous utterance of unintelligible sounds to the very politeness and perfection of speech.

On his return to America, Dr. Howe warmly seconded Mr. Mann's efforts for the introduction of the teaching of articulate speech as a part of deaf-mute education. The innovation was strongly resisted, at the time and long after, by those committed to the old method of instruction, in which the language of arbitrary signs predominated even over the use of the finger alphabet. Unable to convince the heads of the American Asylum for Deaf-Mutes at Hartford of the propriety of at least giving the new method a fair trial, Dr. Howe began upon two little deaf-mute pupils a series of experiments which finally had some share in leading to the establishment, in the neighborhood of Boston, of a small school devoted to the articulate method of education, whose teacher has since become the principal

* The Royal Norman College for the Blind at Upper Norwood, near London, England, is an offshoot of the Massachusetts Institution. Its originator and present principal is the former musical director of this Institution, and its most valued teachers have been supplied from the same source.

of the Clarke School for Deaf-Mutes in Northampton. In the interim (one of many years) between his first efforts to this end and their final success, Dr. Howe was instrumental in leading many mothers of deaf-mute children to conduct their education upon this principle. In these instances, the children received the greater part of their education at home. I have seen several of these, grown men and women, able to mingle in society, and to take part freely in conversation. These young persons, as well as their parents, expressed great gratitude to Dr. Howe for the good advice given at that time, in opposition to popular opinion and prejudice.

A new class of unfortunates was soon to claim the helpful attention of our philanthropist. The condition of the insane had long been to him an object of interest. As a friend of Mr. Mann and of Miss Dorothea L. Dix, he had borne his part in the labors and studies which have so greatly modified the treatment of lunatics. In the year 1846, he became much interested in the experiments of Dr. Guggenbuhl, which had already resulted in so much benefit to the Crétins of Switzerland. It seemed to him very important that inquiry should be made into the number and condition of idiots in Massachusetts, and he lost no time in bringing the matter to the notice of the State Legislature. A Commission was appointed by this body, charged with the delicate and difficult investigation. Dr. Howe was chairman of this commission, and its valuable work was chiefly planned and executed by him. The report which bears his name, the first ever presented in Massachusetts concerning the facts and causes of idiocy, was published in 1848. Its appearance made a profound sensation in the community. The report not only brought to light the fact that in Massachusetts alone the number of idiots amounted to fifteen hundred, but it also gave much information concerning the parentage from which such unfortunates are wont to spring. The frankness of the disclosures made in its pages was disapproved by those who consider it mischievous to lay bare the secret sins of society. Yet all who knew Dr. Howe, knew that he would have been the last person to collect and publish facts so revolting as were some of those now brought into notice, unless impelled to do so by high considerations of duty and public service. The existence of a large number of these defectives in Massachusetts was already a mortifying and unwelcome fact. Still more unwelcome were the statements which showed this condition in the offspring to be in great measure the result of violations on the part of the parents of the great laws of health and morality.

The experiments already made on the other side of the ocean had shown, beyond a doubt, that persons of this most pitiable class are capable of instruction, and even of a certain degree of personal

culture. The efforts of Dr. Howe, and the evidences of need brought forward in his report, induced the Legislature of Massachusetts to make an appropriation of $2,500 per annum for three years, to be expended in what it was pleased to term the *experiment* of teaching and training ten idiotic children. A school for this purpose was organized in South Boston in October, 1848, under the supervision of Dr. Howe. Mr. James B. Richards was its first teacher.

This new undertaking was at first somewhat derided by that class of persons who are disposed to greet with ridicule anything that seems new and strange. "They are going to educate idiots next," was a saying received with laughter and incredulity. One good friend at this time told Mrs. Howe that the Doctor's report was, in his opinion, a report *for* idiots, as well as concerning them. It is needless to say that the folly of these views soon became apparent, even to the careless people who expressed them. The school soon enlisted the sympathy of all humane persons; and its work, which has now been carried on for twenty-eight years, has been crowned with a noble success. It has alleviated great misery among the poorer classes, to whom a helpless, mischievous creature, to be fed and looked after, is a burden difficult to be borne. But the misfortune of idiocy is not confined to the poor. Many a family in easy or affluent circumstances has rejoiced to see its feeblest member trained in this school to decent behavior, to harmless amusement, and to useful work, attaining thus, despite the most cruel of defects, something of the dignity which is the birthright of a human being. And in this manner the School for Idiots at South Boston, commonly called the School for Idiotic and Feeble-Minded Youth, has come to be one of the most solid and respected institutions of the Commonwealth. When I tread its sunny corridors, and linger in its pleasant school-rooms, looking into the faces of the young creatures redeemed from a life of degrading criminality or forlorn blankness, I cannot help exulting in the thought that one who was a welcome guest among the rich and great, himself honored, brilliant, and distinguished, had heart and power to help these poor wrecks of humanity, and to bring them within the sphere of all the pure and ennobling agencies which constitute the greatest treasure of civilization. When, a few weeks since, the Massachusetts Legislature convened to render homage to the merits of the departed hero and philanthropist, when press and pulpit rang with his praises, the pupils at the School for Idiots gave their sorrowing tribute to the memory of their great benefactor. Grieving for him after their fashion, they said, "He will take care of the blind in heaven. Won't he take care of us, too?"

We must again go back to our record, in order to notice briefly Dr. Howe's relations to the anti-slavery movement. Nor can we do this without a hurried retrospect of events which, if familiar to all at the time of their occurrence, pass rapidly from sight, and are liable to remain unknown to the younger generation whose education is of later date. The early utterances of the opponents of slavery in America seemed to the public at large somewhat harsh and vindictive. It was difficult to persuade the people of the North that they had any part to take in the question between master and slave. It was scarcely less difficult to persuade them that the domain of enforced servitude was one characterized by passive barbarism on the part of the servile class, and by active barbarity on that of the ruling class. The courage and conscience of a few eminent men kept the cause of the slave always before the eyes of the National Congress, to the great majority of whose members it long remained the most unwelcome of themes. The passage of the Fugitive Slave Bill by this body in 1850, and the efforts made to carry its clauses into execution upon the soil of Massachusetts, aroused a general feeling of indignation, and gave rise to a series of events which resulted in uniting the intelligence and the sympathies of Massachusetts against the encroachments of the slave power.

In the struggle which followed, it soon became evident that the public mind needed instruction as to the facts, antecedents, and tendencies of slavery. Two journals, the "Liberator" and the "Anti-Slavery Standard," ably and unweariedly advocated the immediate and unconditional abolition of the detested institution. But this step was seen to be surrounded by so many practical difficulties, as to render necessary some mediatory work, some discussion of the plans and methods essential to a reform of such difficulty and magnitude. It was felt that there was room for still another newspaper, which would take up this ultimate question within the limits of the political action possible at that time. Such a paper was started in the year 1851, under the title of the "Commonwealth." Dr. Howe was one of the originators of this enterprise. He contributed to the fund raised for its first necessities, and himself performed for more than a year the duties of literary editor, in which I had the happiness of assisting him. This organ did excellent service, and its issue was continued several years. But, in the meantime, events had happened which compelled the citizens of Massachusetts either to condemn and resist the extradition of fugitives from slavery, or to become, by inaction, the accomplices of acts which were most repugnant to their feelings and principles. In 1851, a slave who had concealed himself on board of a ship

bound for Boston, and who had already reached that port, was delivered up to the party claiming him, and carried back into slavery. This first result of the passage of the Fugitive Slave Bill was too important to be passed over. A meeting was called, and held at Faneuil Hall, to consider the best means of opposing so new and great an evil. In this meeting, Dr. Howe took a prominent part, and his eloquent words are probably still remembered by some of those whom the new outrage called together on that occasion. The rendition of Thomas Simms and of Anthony Burns followed, each act of encroachment and cowardice adding to the strength of the popular indignation. In 1858, Dr. Howe was instrumental, with others, in organizing a course of lectures upon slavery, in which not its opponents only, but its advocates also, were permitted to plead their cause, in order that the public might feel sure of having heard both sides of the question argued. Among the latter, General Houston of Texas alone accepted the invitation given; while the cause of human freedom was advocated by Charles Sumner, Henry Wilson, Moncure D. Conway, R. W. Emerson, E. P. Whipple, Frederick Douglass, and Samuel J. May.

It was in these days of trial that Dr. Howe became acquainted with John Brown, whose remarkable qualities at once commanded his admiration. I remember a conversation in which, in the strictest confidence, Dr. Howe told me of a wonderful man, an apostle, a Puritan of the old type, who had devoted himself to an elaborate plan for the emancipation of the Southern blacks, with the zeal and courage which ever characterize the saviors of mankind. The name of this person was confided to me at a much later date, but so vivid had the Doctor's portraiture of him been, that when, a year or two after this time, he came to my door, I said to him, "You are Captain John Brown?" to which he replied, "I am." Dr. Howe did not agree with the general opinion, then prevalent, which characterized John Brown's scheme of negro emancipation as incapable of execution. He insisted in after years that the plan had been a very able one, and that its failure could not have been a foregone conclusion.

When the war of the Southern Rebellion actually broke out, Dr. Howe had already passed the age of military service. His uncertain health, moreover, made it impossible for him to bear the risks and exposures of camp life. His energy and experience were immediately placed at the disposal of the Government. As a member of the Sanitary Commission, he did good service, and his good counsels and generous coöperation will be remembered to-day by those who then labored with him to alleviate the horrors of war. As may be supposed, Dr. Howe followed the course of the war with

close and intense interest. From its beginning to its end, he was a true prophet of the progress of events. No sham victory, no false reputation, imposed upon him. I remember that I learned to listen to his sentence upon the matters current at that time with entire faith, because through all the changes and illusions of those years he alone was never mistaken, never deceived. Nor did I dare to believe fully in any reported advantage gained by our troops until I had learned his opinion regarding it.

In 1863, a commission was appointed by the United States Government, to inquire into the condition of the freedmen of the South. It consisted of Dr. Howe, Hon. Robert Dale Owen, and Mr. James McKay of New York. The labors of this commission occupied something more than a year. It became the medium of much valuable information to the Government, and prepared the way for the later establishment of the Freedmen's Bureau. While absent from home on the work of this commission, Dr. Howe was suddenly recalled by the illness, terminating in death, of his youngest child, a fine boy three years of age, bearing his name. His anguish at this loss was so great as to bring on a severe fit of sickness. A letter written by him to Mr. F. W. Bird, in 1874, on the occasion of a similar family affliction sustained by the latter, attests the depth and persistence of his sorrowing remembrance.

In 1865, Dr. Howe was elected chairman of the Massachusetts Board of State Charities, established upon the recommendation of Governor Andrew in 1863. In a recent report, Mr. Sanborn, the present chairman of this Board, says: "With the election of Dr. Howe as chairman, in 1865, a new period commenced,—the statement and dissemination of principles, the shaping of legislation, and the general reconstruction of a state policy well befitting the turn of Dr. Howe's mind." In his first report, published in 1866, he laid down the general principles of public charity for Massachusetts in eight rules or clauses, whose wisdom and conciseness should make them a permanent document of reference in these matters. Dr. Howe continued to occupy this important post until October, 1874, when failing health compelled him to withdraw from its arduous duties. It was he who first suggested the establishment of a Visiting Agency, which should be charged with keeping in view the fortunes and condition of the poor children educated at the state schools, and afterwards indentured or placed in families. In Mr. Sanborn's report, above referred to, much is said of the use and value of this agency, whose duties have been systematized and greatly enlarged.

When the echoes of our own civil war had died away, a wild and sudden cry arose from the regions of the Levant. The Christians

of Crete had risen in revolution against their bloody and barbarous masters. Dr. Howe remembered well the injustice done by the Allied Powers, in separating Crete from the Hellenic domain, as established by them at the close of the war of Greek independence. This partition was urged upon the plea that the new kingdom of Greece might be too powerful for European control, if allowed to retain this magnificent island, and the old maxim of tyranny, *divide et impera*, was allowed to prevail. With all the valor of his youth, confirmed by the wise experience of a lifetime, Dr. Howe now rose up as the champion of a race long and fearfully oppressed, committed to a death-struggle for its freedom. Many will remember a most interesting meeting held at Bumstead Hall in January, 1867, in whose proceedings Governor Andrew, Wendell Phillips, Bishop Huntington, and others took part. When, on this occasion, Dr. Howe rose and said, "Some forty-five years ago I became greatly interested in the war of Greek independence," a murmur of astonishment ran through the hall. Dr. Howe at that time looked like a man still in the vigor of life, and those who saw him had forgotten the already remote date of his apostleship.

With the aid of this meeting, and by great personal exertions, Dr. Howe succeeded in organizing a strong committee for raising funds in aid of the Cretans. The sum of $37,000 was obtained for this object, mostly in Boston and its neighborhood, and in March, 1867, Dr. Howe once more sailed for Europe, designing to visit the scene of the war in person, and to use his own judgment in the disbursement of the money contributed. I had already twice accompanied Dr. Howe to Europe, with great pleasure and profit. But I must speak of this, our third joint expedition, as an occasion characterized by a new charm and interest. Two dear daughters went with us, and heightened our enjoyment by their fresh delight in scenes new and strange.

To be the bearer of aid and comfort to those who contend for the right, must ever be a happy boon. The Doctor's heart was full of this happiness, and something of its peace and serenity was shared by those about him. Once arrived on the other side of the ocean, the welcome and Godspeed of the friends of Greece and of freedom gladdened him at every step. In Liverpool, the heads of the Greek Committee waited upon him on the evening of his arrival. In London, the doors of the brilliant and genial Greek society flew open to receive him, and a glimpse of Eastern warmth and brightness shone through the foggy atmosphere of London. In Geneva, I remember that the Cretan Committee seemed to have been particularly active, and that this bond of sympathy brought us into contact with some very intelligent and excellent people. Among these, I

may mention Mme. Marcel, daughter-in-law of the well-known Mrs. B., whose Conversations on Chemistry figured largely in the education given to American girls forty-five years ago, and her daughter, Mme. de Candolle, married to the son of the famous botanist.

Delightful as were all the stages of this journey, Dr. Howe hurried through them, in his haste to reach the scene of his mission. He paused, as he passed, only long enough to take needful rest, and reached Athens by the beginning of June. Lingering a little by the way, I joined him in that historic city some weeks later, and found him surrounded by his committee, and busily at work. In the formation of his plans and the choice of his assistants, Dr. Howe, as usual, followed his own good judgment, sometimes giving offence to those who thought their own better, but retaining throughout the confidence and approbation of those most nearly concerned in the ministrations confided to him. At the risk of his life, he visited the island of Crete, and conferred with parties engaged or interested in the conflict, maintaining, however, to all others a strict incognito. After his return, a war frigate was placed at his disposal by the Greek government, and in company with him we visited Nauplia, and took carriages from thence to Argos and Mycenæ. At Argos, I was present at the distribution of a part of the clothing sent from America for the Cretan women and children. These poor creatures, wan and sad-eyed, thronged outside the door of the large room in which the garments were arranged. They were allowed to enter only in small companies, as their names, duly registered beforehand, were read from a list. Some carried small infants in their arms, some were surrounded by groups of children. A *papa*, or secular priest, of their own country had them in charge. Dr. Howe was aided in these and other distributions by a young Greek gentleman, Mr. Michael Anagnos, who afterwards accompanied him to America and became his son-in-law and assistant at the Institution for the Blind, where he has been elected Director since the death of his beloved Chief.

In Athens, and in many other places, distributions of clothing were made. These garments were the gift of various sewing-circles in Boston and New York, and constituted the greater part of their winter's work. The money brought from America was mostly invested in biscuit, baked in Athens, and packed for transportation in the loose, baggy trousers worn by the Greek peasants. Supplies of food and clothing were thus ingeniously combined, and two of the blockade-runners which did so much mischief to American commerce during our civil war now earned a better reputation by carrying these helpful gifts to the suffering inhabitants of the desolated island.

Dr. Howe and his party returned to America in the autumn of this year, after an absence of eight months. He and his were still intent upon aiding the Cretans. To this end the ladies of his family, with the aid of many others, devoted much time and effort to the organization of a fancy fair, which was held in the Boston Music Hall in Easter week of the following year, with the net result of some twenty thousand dollars. Dr. Howe meanwhile commenced the publication of a small newspaper, entitled "The Cretan," of which the object was to enlighten the American public upon the merits and antecedents of the Cretan question. This publication was continued during six months, and is here mentioned in order to show the thoroughness and devotion with which Dr. Howe was wont to serve any cause to which he felt called upon to devote himself. The glimmer of hope died out from the hearts of the brave Cretans, and the darkness of a barbarous despotism settled and sealed itself over their horizon. But in distant America one true heart beat ever for them to the end. Their champion cherished hope for them as long as it was possible to do so, and at last committed their cause, sorrowfully but trustingly, to the justice of the future.

It now becomes my duty to speak of the closing years of Dr. Howe's life, and, in this connection, to make some mention of a new subject of interest which enlisted and commanded his active sympathy to the very end of his career. This was the progress and welfare of the young Republic of Santo Domingo, whose cause he was led to espouse by a series of events, of which the briefest outline only can be given here.

The history of Santo Domingo is so unfamiliar to the American public, that a few words of retrospect will not seem superfluous to the present introduction of the subject. The rich territory now occupied by the Republic of Santo Domingo belonged formerly to the Dominion of Hayti. The Haytians and Dominicans, however, early showed opposite and irreconcilable tendencies. Of these two peoples, the first claims a nearly pure African descent, which in the second is modified by a large admixture of Spanish blood. The Haytians incline to a military and despotic rule, and carry their hatred of race so far as to deprive all white persons in their domain of the rights of citizenship, and even of the power of possessing real estate. The Dominicans soon felt the need of liberal institutions. By a successful military effort, they achieved their independence, and were able to organize a separate state, to whose interests the Haytian government has always shown itself inimical. The young republic, which could only attain its growth through the development of its natural resources, was always liable to be harassed by

Haytian invasion. The sparseness of the population, in a territory of such vast extent, rendered the work of defending the frontier incompatible with the necessary tasks of agriculture and internal improvement.

After much injury suffered from these causes, the leading statesmen of Santo Domingo began seriously to desire the protection of a foreign power. This protection was first granted by Spain, but with conditions of despotic rule, involving the loss of civil and religious liberty, and intolerable to the Dominicans. The Spanish occupation once at an end, the Dominicans determined to seek the protection of a power pledged to the maintenance of free institutions. In accordance with this determination, a proposal was made by President Baez, in 1869, for the annexation of the Republic of Santo Domingo to the United States. The project was commended to the Congress of the United States by President Grant, and in January, 1871, a commission was appointed by the latter charged with the duty of visiting the island, and of reporting upon the natural features of the country, and upon the disposition of the inhabitants with regard to the question of annexation.

The circumstances under which this project was brought forward were not, on the whole, favorable to its mature consideration. The time was the period of agitation preceding a presidential election, a period in which all new measures naturally receive or lose popularity from the personal and party relations of those concerned in bringing them forward. The project was, of course, unacceptable to the Haytian government, and encountered the active opposition of its representative at Washington. The persons appointed on the commission above referred to were Hon. B. F. Wade of Ohio, Dr. Howe, and President White of Cornell University. A government steamer, the "Tennessee," was placed at their disposal, and every facility given for as thorough an exploration of the island as the necessary limitations of time would allow.

Concerning the sea-worthiness of this steamer, many injurious reports were set on foot, causing great unhappiness to those whose friends were among her passengers. The infrequency of mail communication between Santo Domingo and the United States, made it impossible to hear from the steamer within a month from the time of her departure. The writer cannot forget the distress suffered by herself and others during this interva', through those unfounded rumors of disaster to the vessel and all on board of her. Nor can she forget the warm overflow of sympathy with which the news of Dr. Howe's safe arrival in Santo Domingo was received in Boston.

The personal and general features of this expedition were sufficiently published to the world by the host of reporters who

accompanied the commission. Its graver results were communicated to the United States Government in a report presented by the three commissioners on their return, which took place early in April of the same year. During their stay on the island, they had not only obtained a satisfactory acquaintance with its social and agricultural capabilities, and with the disposition of the majority of the inhabitants concerning annexation to the United States, but had also seen enough of Hayti to enable them to compare the elements of Haytian with those of Dominican civilization. The result of these investigations was favorable to the project of annexation.

The commissioners were persuaded of the great richness and value of the territory owned and administered by the Dominican Republic. They received, also, a favorable impression of the intelligence of the inhabitants, and of their capacity for moral and intellectual culture. They were persuaded that the proposed annexation would be productive of benefit to both parties involved in the transaction, by affording to the United States a wide range of tropical productions now purchased from other powers at great cost, and by guaranteeing to the Dominicans the improvements and institutions indispensable to the growth of their country. They found the best intelligence of the country united in favor of annexation.

All that they had seen of Haytian society, on the contrary, led them to look in its future for that intensification of barbarism which develops itself in semi-civilized races from whose career the elements of intellectual progress are excluded. These views were fully shared by Frederick Douglass, who accompanied the expedition. Himself of mixed blood, and familiar with the colored people of the South, he now saw for the first time a negro society from which the help and influence of the white race were as far as possible excluded.

I can only mention here, as a link in the historic narration intrusted to me, the fact, that, in the face of the report made by the commission, the tempest of a great political excitement swept the project of annexation out of the current of events, and left it to be cherished as a fair dream by the few who have known and loved the island. The sources of this opposition cannot be characterized within the limits of this Memoir, without involving matters of controversy foreign to its purpose. Suffice it to say that Dr. Howe never saw occasion to modify the views to which he had lent the authority of his able judgment, and that his happy faith in immutable principles showed him for the Dominicans, as formerly for the Cretans, a future of peace and progress in the good time sure to come.

The proposed annexation having failed, a plan was set on foot for forming a company to obtain a lease of the Peninsula of Samana, under favorable conditions, and with valuable rights and privileges. Dr. Howe anticipated great benefits for the island from the realization of this project, and embraced it so warmly as to become one of the directors of the new enterprise, which was organized in the autumn of 1871, under the name of the Samana Bay Company. Charged with the completion of preliminary arrangements between the company and the government of Santo Domingo, Dr. Howe revisited the island in the spring of 1872, taking with him a part of his family. He was accompanied by the late Colonel J. W. Fabens, who had also a part in the pending negotiation.

Dr. Howe was received with great marks of esteem by the officers of the Dominican government, and by the foremost citizens of the community. His arrival at the capital was hailed with joy, and the Palacio Nacional was assigned for his residence. The business of the company received prompt attention, and was soon brought to a satisfactory issue. After a stay of two months on the island, Dr. Howe returned to Boston, with improved health, and with great hopes of the good to be accomplished by the Samana Bay Company. These hopes, alas! were destined to sad, but not unnatural, disappointment. The design of the new undertaking was chivalrous and grandiose. Its execution necessarily involved the complex conditions of capital, and the differing views of those who control it.

Dr. Howe, and those of the directors who thought with him, recommended the immediate investment of all moneys subscribed in roads and other improvements much needed in the new territory. But the greater number were bent upon the negotiation of an extensive loan in the English money market, and much expense was incurred in the pursuit of this object. At the very moment when those interested were most confident of obtaining this loan, news was received of a political revolution in Santo Domingo, by which President Baez and his friends were thrown out of office. This event impaired the public confidence in the stability of Dominican institutions, and had much to do with the failure of the loan negotiation.

In January, 1874, Dr. Howe suffered from a sudden attack of pleurisy, which soon gave place to other troubles, scarcely less severe. These in turn gave way to treatment, but were followed by a long period of prostration. His friends now became seriously alarmed, and the change to a milder climate was thought indispensable to his recovery. Yielding to earnest solicitation, he embarked on the 6th of March on board the steamer "Tybee," in a feeble and suffering condition. At sea, he soon revived, and before the end of

the voyage, appeared to be in his usual health. He landed at the capital, and was soon in communication with the new President, whose attitude towards the Samana Bay Company was a matter of some anxiety. Dr. Howe was accompanied on this voyage by Colonel Fabens and Captain Samuels of New York, the three being charged with negotiations between the Samana Bay Company and the new government. These negotiations did not produce the result desired.

The change in the government was found, upon a nearer view, to have been the work, not of a political party, but of a financial interest. The merchants of Puerta Plata, an important town on the sea-coast, jealous of the anticipated growth of Samana, had subscribed large sums of money in order to place at the head of the government a person devoted to their interest. Such a man they had found in President Gonsales.

The conclusion of the whole may be briefly summed up as follows: The revolution prevented the loan; the failure of the loan rendered the company unable to fulfil its engagements. The new government took advantage of this failure, which itself had caused, to annul all concessions made by its predecessor in favor of the Samana Bay Company. The matter being thus at an end, the whole party, much chagrined, reëmbarked on board of the "Tybee." Dr. Howe and I were left at Samana, where we took up our abode in a pretty cottage formerly belonging to Colonel Fabens. The remainder of the party returned to New York.

Here we arranged our plans and occupations to suit with a stay of some weeks, in a position of much isolation, but in a region of surpassing beauty and grandeur. I remember this time as delightful to both of us. The Doctor had been greatly troubled at the untoward termination of the company's affairs; but his energetic nature never yielded long to any discouragement. He applied himself diligently to the settlement of such claims and questions as lay within his reach and power. The beauty of the surrounding country tempted him to frequent rides. He was early and late in the saddle, and dashed up and down the steep hillsides of Samana with all his old fearlessness. A row on the beautiful bay sometimes took the place of the excursions on horseback, in which I was not easily able to keep up with the swift pace of my companion. In the quiet of noonday he amused himself with the adventures of Don Quixote, which he read easily in the Spanish language. He often called me from my work to read me some favorite scene, which he esteemed too entertaining to be read alone. The cloudless skies and transparent waters, the gloom and grandeur of the tropical forest, the

quaint and primitive ways of the people who surrounded us,—all this we enjoyed with a freshness of delight not unsurpassed by the enthusiasms of youth. The time flew swiftly by, and when at its end we turned our faces homeward, our satisfaction was not unmingled with regret.

The mild climate and life in the open air had done all that could have been expected for Dr. Howe, and he returned home much improved in health and spirits. The seeds of disease, however, were still lurking in his system, and the period of his return unfortunately exposed him to some of the worst weather of our always uncertain spring. He suffered, in consequence, a severe attack of rheumatism, by which his strength became greatly reduced. He rallied somewhat in the autumn, and was able to pass the winter in comfort and activity. He went to his office in town in all weather, attended the business meetings of the Institution for the Blind and School for Idiots, and performed his duties as a Trustee of the Massachusetts General Hospital, and of the Insane Asylum at Somerville. The first of May, 1875, found him at his country seat in Portsmouth, R. I., where the planting of his garden and the supervision of his animals and poultry afforded him much amusement and occupation. In the early summer, he was still able to ride the beautiful St. Domingo pony which President Baez had sent him three years before. This resource, however, soon failed him, and his exercise gradually became limited to a short walk in the neighborhood of his house. His strength constantly but gradually diminished during the summer, yet he retained his habits of early rising and of occupation, as well as his constant interest in all that was going on around him. His step was still heard about the house, but it had lost its elasticity, and a moan of suppressed suffering accompanied the familiar sound. He returned to Boston before the first of October, and seemed at first to have benefited by the change. He walked as usual between his own house and the Institution for the Blind, and, with the aid of his carriage, visited the School for Idiots. But he felt, and we felt, that a change was drawing nigh.

On Christmas Day, he was able to dine with his family, and to converse with one or two invited guests. But, on the first of January, he remarked that he should not live through the month. This presentiment, though not at the time regarded by those to whom he mentioned it, did not deceive him.

On January 4, while up and about as usual, he was attacked by sudden and severe convulsions, followed by insensibility; and on January 9, he breathed his last, surrounded by his family, and without pain or apparent consciousness.

Thus ended one of the noblest lives of our day and generation. All that is most sterling in American character may be said to have found its embodiment in Dr. Howe. To the gift of a special and peculiar genius he added great industry and untiring perseverance, animated by a deep and comprehensive benevolence. Although ardent in temperament, he was not hasty in judgment, and was rarely deceived by the superficial aspect of things when this was at variance with their real character. Although long and thoroughly a servant of the public, he disliked publicity, and did not seek reputation, being best satisfied with the approbation of his own conscience and the regard of his friends. In the relations of private life he was faithful and affectionate, and his public services were matched by the constant acts of kindness and helpfulness which marked his familiar intercourse with his fellow-creatures.

In what is said to-day concerning the motherhood of the human race, the social and spiritual aspects of this great office are not wholly overlooked. It must be remembered that there is also a fatherhood of human society, a vigilance and forethought of benevolence recognized in individuals who devote their best energies to the interests of mankind. The man, to whose memory the preceding pages are dedicated, is one of those who have best filled this relation to their race. Watchful of its necessities, merciful to its shortcomings, careful of its dignity, and cognizant of its capacity, may the results of his labor be handed down to future generations, and may his name and example be held in loving and lasting remembrance.

FUNERAL HONORS, EULOGIES, AND OTHER TRIBUTES

TO THE MEMORY OF

DR. SAMUEL GRIDLEY HOWE.

THE STATE'S TRIBUTE.

The death of Dr. Howe took place on the 9th of January, 1876. On the ensuing day, His Excellency the Governor sent the following Special Message to the Legislature, then in session:—

I have the mournful duty of communicating to the General Court tidings of the death of a distinguished citizen of Massachusetts, Dr. SAMUEL G. HOWE of Boston, for nearly half a century connected most prominently with the charitable and educational institutions of the Commonwealth.

The services rendered by Dr. Howe to Massachusetts, to the United States, and to the whole world, by his early, energetic, and long-continued labors to educate the blind and the deaf, to reform the discipline of prisons, to instruct the idiotic, and to ameliorate the condition of the insane, and of the unfortunate of all classes, merit the recognition which they have received in years past, and call for some public tribute to his memory, now that his long and noble career of philanthropy has closed.

At the time of his death he was still at the head of the Massachusetts Asylum for the Blind, of which he was the founder, and for more than forty years the Director. I am informed that his funeral rites will be performed there, in presence of the pupils whom his skill has instructed, and of whom, at his suggestion, this Commonwealth has long been the beneficent patron.

I leave to the wisdom of the General Court the adoption of such measures as may testify the sorrow which the people of Massachusetts feel at the death of a philanthropist so illustrious, and a public servant so faithful in his high vocation.

The funeral services were attended by many members of the Legislature, and a committee of the two Houses was appointed to report resolutions in honor of Dr. Howe. During the following week, the committee reported the resolutions printed below, which were passed

at first by the Senate,—after eulogies by Hon. George B. Loring, President of the Senate, and others,—and then by the House of Representatives, after eulogies by Hon. E. H. Kellogg of Pittsfield, and others.

RESOLUTIONS OF THE GENERAL COURT.

Resolved, That the Commonwealth of Massachusetts, ever mindful of the welfare of the poor and the claims of the unfortunate among its people, recalls with gratitude the constant and efficacious service devoted by the late Dr. SAMUEL G. HOWE to the education of the blind, the deaf, and the feeble-minded children of this Commonwealth, to the improvement of the discipline of prisons and reform schools, to the better care of the insane, the prevention of pauperism, and, in general, to the public charities of Massachusetts, with which he has been for a whole generation officially connected.

Resolved, That especial mention ought to be made of that grand achievement of science and patient beneficence, the education by Dr. Howe of deaf, dumb, and blind children in such a manner as to restore them to that communication with their friends and with the world which others enjoy, but from which they seemed wholly debarred until his genius and benevolence found for them the key of language, accustomed it to their hands, and thus gave them freedom, instead of bondage, and light for darkness.

Resolved, That the people of Massachusetts, always desirous of liberty for themselves and for others, proudly cherish the recollection of that gallant spirit which led Dr. Howe, in youth, in mature manhood and in advancing age, to rank himself, with many or with few, among the champions of oppressed races and emancipated nationalities, emulating in this the deeds of his countrymen in the American revolution, and the noble career of his friend and the friend of mankind,—the illustrious Lafayette.

Resolved, That we tender our sympathy to the family of the deceased, and that a copy of these resolutions be forwarded to them.

SPEECH OF HON. GEORGE B. LORING.

MR. PRESIDENT:—The tribute of respect which we, who occupy the seats in this Senate Chamber, would pay to the memory of one of the most remarkable citizens of the Commonwealth in our day, is significant and instructive. It is not usual to bestow this mark of consideration upon those who have not been conspicuous in that service which creates and regulates the affairs of State; nor is it customary to give an expression of public sorrow in this form, except for a loss which falls immediately upon the ranks of those who are engaged in high official duty. But there is a service without which the State is a failure, a performance of duty without which society becomes a mockery; and it is especially appropriate that the servants of a social and civil organization like ours should at all times be mindful of those characteristics, which are more enduring than a people's institutions, and more effective than its laws.

There is a leadership higher than that secured by official position,—an influence broader and more powerful than that which belongs to the mere exercise of civil authority. The moral tone which will assert itself, the philanthropic desire which will be heard, the humane thought which will find utterance, the generous design which will appeal for aid and support, until lawgivers listen, and the statute-book becomes a record of morality, and philanthropy, and humanity, and high purpose,—these qualities it is which guide a State on to its greatness, and give it a brilliant career, even though they stand afar off, and only point the way.

It may be a high honor and a useful service to carry the thoughts of the wise and the impulses of the humane into the councils of the State; but how honorable and useful is that service, which fills the popular mind and heart with wisdom and humanity, and elevates the statute-book by elevating the mass from whom the legislators spring. There is for us now a long roll of distinguished public servants, and a century of great public service, of which this Commonwealth has a right to be proud. But standing around these public servants, and watching this public service, I see an anxious and aspiring and determined crowd, whose voice has not yet failed to be heard within these walls, and whose faith and aspiration have made Massachusetts what she is. There may have been hours when she fainted by the way; but her renown has been won by the inspiring force of those who believed the highest duty of a State to be to enlighten the ignorant, and strengthen the feeble, and protect the unfortunate, and lift up the down-trodden and the oppressed, and to so lay her foundations that the best faculties of man may grow and flourish and prevail.

It is indeed true that the people here create their rulers; and it is also true that the rulers represent the people. And so, as we recall the lives of those who stand out on the pages of our history, we are reminded of that faithful guard which stood around them, of the wise counsellors who directed them, of the inconspicuous encouragement which they received in their hard and trying career from the brave and the faithful, whose touch was an inspiration, and whose whisper was an eloquent and moving appeal. Imagine, if you can, the heroic associations which strengthened the hands of Samuel Adams, as he pursued that great career which gave Massachusetts her early power and renown a hundred years ago. I need not count to you who knew them so well, the earnest band of daily companions who found in John A. Andrew a leader capable of carrying their high purposes into public life, and who impressed upon his receptive mind that sense of duty which enabled him, the Samuel Adams of our own day, to round out our first century worthily and well. It is to this inspiring and vital force of the State that we do honor when we offer our tribute to the memory of one who led us on in our highest work of charity and philanthropy, whose good influence has been felt here for nearly half a century, whose example was always an inspiration, the touch of whose wand opened the hearts of his fellow-men to the largest charities, the warmth of whose sympathy encouraged the most heroic endeavor, whose designs led the Legislature of Massachusetts into some of its noblest enactments, and whose chivalry warmed the great War Gov-

ernor of Massachusetts to some of his grandest purposes and achievements.

The career of Dr. Howe, useful as it was to the State in which he was born, and encouraging and elevating to the human race, was marked by a degree of modesty and self-sacrifice seldom found among those who, by conspicuous service, have attracted public attention. That he had ambition, no one can doubt; but it was that ambition which can only be gratified by a faithful discharge of important duty. He never considered the accidental support of official distinction and power necessary for the accomplishment of his ends. Confident of the justice and importance of the cause in which he was engaged, he felt that those who occupied the high places in the State, whose culture and prosperity he had at heart, were bound to obey his behests. And they were. This was station enough for him.

A chivalrous devotion to the cause of humanity led him through his life of remarkable adventure and great accomplishment, compelling those in high places to recognize his power, and filling the lowly with faith in his capacity. He was content to be a soldier in the armies of the Greek Revolution, relying on his enthusiastic love of freedom to give force to the counsel and encouragement which he poured into the ears of the captains and leaders in that heroic struggle. Representing in its highest form the citizenship of a free Republic, he was found equal to inspiring his comrades in arms, to ascending the heights of aspiration with Byron, to standing by the side of Lafayette in Paris, to feeding the hungry and clothing the naked in Poland, without higher title than that of American citizen. In all this he sustained himself by a courage which in smaller service might be counted impetuous audacity, and by a ceaseless activity which might pass in another sphere for a mere restless impulse.

But over all this bravery and vigor there were spread the Christian attributes of charity and humanity, which subdued all lower passions and entitled him to a place among the great benefactors of man. It is easy to raise to a spiritual elevation which is the courage born of a great cause and roused by a great crisis; but it is a humane and Christian chivalry alone which supports him who would bind up the broken heart, and give eyes to the blind, and feet to the lame, and whose faith and zeal are sustained by the thought that the poor and the lowly are the heaven-sent messengers of Christian love and philanthropy to the great brotherhood of man. In obedience to this sentiment, Dr. Howe gave neither sleep to his eyes nor slumber to his eyelids.

Leaving those things which were behind, he pressed forward to those which were before. His youth was perennial. At seventy years of age he was a young man still, full of a love of adventure and enterprise, ready at all times to carry the institutions of his country into all nations sitting in darkness, that they might see a great light. The ardor of his friendship, time never cooled; his sympathy with human progress, and elevation and emancipation, no circumstances, no associations ever quenched or subdued. To the hour when the infirmities of years entirely overcame him, almost to the very hour of his death, he was constantly watching and waiting for a new opportunity.

He tells us, in his history of the Greek Revolution, that when Karaiskakis was mortally wounded at the siege of Athens, and was complimented by Lord Cochrane on his past career, the dying chief waved his hand with an impatient air to cut him short, and said: "What I have done, I have done; what has happened, has happened; now for the future." And so it was with him. From Greece to Poland, from Poland to France. from France to our own great war of freedom, he carried his unconquerable spirit, and pressed in each succeeding event his own high purpose, Accepting at once the suggestion that he might open the eyes of the blind, he set forth on his great career, and found no rest until he had made man superior to his quenched and slumbering faculties; had poured light, and life, and joy into the silence and darkness of that human cell which had been closed and sealed by the hand of God, and had led the feeble-minded along the radiant paths of knowledge. Keen to discover the slumbering faculties in mind as well as in body, he pointed out to Florence Nightingale, amidst the bowers of her luxurious garden, the noble career which had just dawned upon her generous heart, and he led Laura Bridgman from her mountain solitude, to reveal to her imprisoned soul the joys, and hopes, and aspirations of life. As he studied the philosophical thought and the social and civil organization of that land to whose freedom his early life was devoted, he learned from Plato that the only true remedy for human disease and deformity is death, and from Lycurgus that, for the benefit of the state, the feeble and unfortunate should be destroyed in their infancy. But when he turned his back on the mountains which look on Marathon, and turned his eye for the last time upon Thermopylæ, and left the home of the Athenian and Spartan forever, he also turned his back upon the inhuman doctrines which lay at the foundation of their state and society, and carried into the practical service of life the blessed charities of that religion which teaches us that devotion to suffering humanity is the first great duty of man. Fortunate in many of the circumstances of life, in its associations, in its cultivated friendships, in its achievements, he was especially fortunate in this, that he laid down in the beginning the great law which guided him to the close. His old age was indeed the maturity of his youth. And as the young men and the old men of our land ponder on his life, they may learn the value of constant devotion to the best impulses, and the glory which gathers around the head of him whose career is one unclouded day of charity, and heroism, and self-sacrifice.

Massachusetts has been called, in these waning years of the first century of our national existence, to mourn the loss of many of her strong and illustrious sons, native and adopted, until her soil has become truly sacred from the holy treasure which has been committed to its keeping,—of Andrew, the prophet of an earnest and devoted people,—of Agassiz, the imperial monarch in the realm of science,—of Sumner, the majestic advocate of human freedom as the foundation of human law,—of Wilson, the tribune of the American people from north to south, from east to west, in all their social and civil equality; but she has enrolled on her banners no brighter name than that of Samuel Gridley Howe, who gave

inspiration to the prophet, and walked the paths of science with the great explorer, and whispered the loftiest thought into the ear of the advocate, and taught the tribune that his chosen people might be found in the humblest walks of life. And so shall he receive his reward.

SPEECH OF HON. E. H. KELLOGG.

Mr. SPEAKER:—I know the House will be glad to pause and linger a moment longer around the grave of the man that the resolutions commemorate. Providence is fast familiarizing us, in these days, with the sad office of mourners for the loss of men who have rendered the American people great and conspicuous services, in the forum, the Senate, and on the battle-field. But we rarely mourn a man who served a constituency as wide as the world. The champions of human freedom, who teach from the closet and public assembly, pass away, and the land is filled with lamentation; but when before have we buried one who was stirred by the sound of freedom's battle as with a trumpet; whose sword and shield were always close at hand, and whose wings were ever plumed for flight, in any direction and to any distance that he might be summoned by the noise of the fray? And this spirit was an emanation from these sober Pilgrim shores. A comet, streaming across our sky, would scarcely surprise us more than the career of this New England Paladin. Born of the chivalry of the mediæval age, he made as fine a figure in the eyes of the nineteenth century as the annals of knight-errantry can display. One of the lessons of his life is, that chivalry may be rescued from its proverbial quixotism, and applied, in the modern way, to the solid advantage of mankind.

We are all familiar with the picturesque history of Dr. Howe. I need not rehearse it. Undoubtedly, sir, when, fifty years ago, he joined the Greeks in their struggle to throw off the yoke of the Turk, he was moved by something more than his love for the general freedom of mankind. Nature made him the ally of classic Greece. He rose on easy pinions to the exalted atmosphere of the Hellenic mind, and, without the usual introduction of special academical training, he fairly revelled in the society of the intellectual masters of the earth, and banqueted with the gods. There gleamed upon him the hope that the glory of ancient Greece might again break forth from its long eclipse, if her descendants might regain the footing of freedom. It may have been, alas! a hopeless hope; but it was not, in 1823, an idle illusion. It startled the whole world of letters; and the sons of learning hailed with joy the faintest prospect of the reappearance of a nation at whose fountains they have always sought, and always will seek, their highest nourishment. Within these borders, where freedom and learning go hand in hand, it electrified the people, and their interest in the struggle was spoken in the national Capitol, by New England's great son, with an eloquence that seemed to move its pillars. It was under the influence of this hope that Greece seemed to renew her spell upon the world. Marvellous spot! Great, wide-spread, and powerful nations that might have carried the little charmed territory in their hands, have emulated, but cannot excel, her glory. They are planets

still, revolving round the sun. All scholars felt almost like becoming crusaders to recover the holy shrine. Howe WENT! Six years of his young life were strenuously devoted to the service of his beloved Greece. And oh, that the hope that animated his youth could have gleamed more brightly upon the fading vision of her dying worshipper! Still and again, the bugle is sounding in the land of Kosiusko. He appears on her borders to enter the lists, but the great and enlightened nations of Europe are too quick for him with their sabres. Poland is already cloven down to the earth. He can only stanch the wounds of the torn and bleeding victim. He was ever ready, ever present, where the battle between freedom and bondage raged; and when the armed contest seemed to close, like the victor knight in Ivanhoe, he walked silently away from the eyes of men; put off his armor, and, while he rested, bethought himself of his future life. The genius of the man ruled the hour. Consecration followed at once. He had fought for those bereft of their freedom. He would now strive for those bereft of their senses. This is the moment that unveils the native features and dimensions of the hero in a blaze of light.

When he touched these shores, his name was buoyed up by a prestige and renown that would have carried him easily and triumphantly along the ordinary avocations of life, to the crowns that aspiring men mostly covet. But his eye saw not the shining prizes; his ear was deaf to the syren call. The cries of humanity seemed still to absorb him utterly. And in surveying the field of philanthropy, his adventurous spirit was sure to choose its darkest district for his labors. Howard had explored the prisons of Europe to relieve those whose crimes had banished them from society; but Howe walked down the gradations of human misery to the lowest step, and took upon himself the sorrows of those from whom Nature had withdrawn her communion. Good men had already labored to relieve the deaf, the dumb, and the blind; but it was the vocation of this resolute spirit to devise and perfect new instrumentalities to hasten the removal of the stony obstructions to their converse with the world.

Patiently and bravely he spent his life in applying these inventions to the relief of these stricken ones; and as he unstopped the ears of one, unsealed the eyes of another, and loosened the tongue of still another, his confidence grew apace; and he longed to find a subject of the three afflictions combined, that he might show the world that it need not despair of its most unfortunate children. He explored the land, and in one of its distant nooks, found a child, all helpless, all forlorn, under the triple bereavement. Laura Bridgman, once a lifeless clod of the valley, now beaming with the radiance of an emancipated and exalted soul, is the most beauteous monument that ever commemorated human merit. Not content with this field of philanthropy, he challenged the world to follow him to the most dismal by-way of humanity, and to take up, care for, and educate those unfortunates that had been entirely neglected hitherto.

Chivalry characterizes the philanthropist, no less than the soldier. Surely he rendered mankind great services. Retrospection could not fail to solace his sinking spirit. He could see the monuments of his labor in

his native city and in other parts of his country; and, if he could not see the resurrection of ancient Greece, if he could not see Poland clothed in the robes of freedom, it was given him to see his native land cleansed of the stain his soul abhorred.

He was a bold leader. His lead was always in the right direction. Clearly the world is better for his life. Let us treasure and heed its lessons.

MEMORIAL SERVICES.

The funeral of Dr. Howe took place on the 13th of January, 1876; appropriate services being performed at the Massachusetts Blind Asylum and at the Church of the Disciples, where his life-long friend, Rev. James Freeman Clarke, officiated. The remains were buried at Mount Auburn; the pall-bearers being Messrs. Charles Francis Adams, Emory Washburn, Francis W. Bird, Samuel Downer, John S. Dwight, Henry Ingersoll Bowditch, Estes Howe, and F. B. Sanborn. It was felt, however, that the usual funeral honors were insufficient to testify the respect and affection with which Dr. Howe was regarded by all classes of the people in his native city, and a Committee was therefore appointed to provide for a Memorial Service at the Boston Music Hall, in which the whole public could take part. As finally constituted, the members of this Committee were the following gentlemen: F. W. Bird, of Walpole, *Chairman;* William Claflin, of Boston; John G. Palfrey, of Cambridge; Samuel Downer, Francis Brooks, and William Endicott, Jr., of Boston; Willard P. Phillips, of Salem; William S. Robinson, of Malden; Estes Howe, of Cambridge; Edward N. Perkins, John M. Forbes, Samuel Eliot, James Sturgis, Edward W. Kinsley, George W. Bond, John E. Fitzgerald, W. W. Clapp, Robert E. Apthorp, George W. Wales, and John S. Dwight, of Boston; F. B. Sanborn, of Concord, *Secretary.*

Under their direction, the proposed Memorial Service was held at the Music Hall on Tuesday, the 8th of February, 1876, His Excellency the Governor of Massachusetts presiding, and the spacious hall being filled in every part by an attentive audience. Brief eulogies, in prose and verse, were delivered by friends of Dr. Howe, and appropriate and pathetic music was performed by the blind pupils whom he had educated. The platform was reserved for the speakers and personal friends of Dr. Howe, the band of the Perkins Institution for the Blind occupying seats on the left, the choir of the Institution in front of the organ, and other friends having seats provided for them on the right. Among those present were Laura Bridgman, one of her former teachers (Miss Eliza Rogers), Ex-Governors Emory Washburn, Claflin, and Talbot, Hon. Josiah Quincy, Hon. Richard H. Dana, Jr., Hon. Charles G. Davis, of

Plymouth, Hon. Samuel C. Cobb, the Mayor of Boston, Thomas C. Amory, Dr. Samuel A. Green, and many of the clergy of Boston and its vicinity. The services proceeded according to the following programme:—

MEMORIAL SERVICES IN HONOR OF SAMUEL G. HOWE,

BOSTON MUSIC HALL, TUESDAY, FEBRUARY 8, 1876,

From 2.30 P. M. to 5.30 P. M.

I. Organ Voluntary. (Prelude and Fugue by Bach.) By Miss Freda Black.

II. Prayer. By Rev. Edward Everett Hale.

III. Remarks. By His Excellency the Governor.

IV. Original Hymn. By W. E. Channing.

(Sung by the Choir, under the direction of Mr. Thomas Reeves, Musical Director of the Institution for the Blind.)

O'er the pall of a Hero the laurel should fall,
'Tis the love of a Father our voices recall;
With hope, like the sunshine, it paints the dark air;
O God, with thy mercy, interpret our prayer!

From isles of the Muse, over Hellas' blue wave,
From homes of the North, for the hearts of the slave,
Let swift-flashing memory his requiem be,—
Unfaltering, unfettered, unselfish as he.

Our fond hearts re-echo his cry for the race,
For himself not a wish,—speed, speed to the place
Where anguish lies wailing, there always his home,—
O God, with thy mercy, illumine his tomb.

Unseal the veiled orb, for his eye, that ne'er slept,
Unfetter the mind from the darkness he wept;
The light of the soul is the star of life's sea,—
As loving, as hoping, as constant was He.

V. Address. By Hon. A. H. Bullock.

VI. Address. By Ex-President Caswell, of Brown University.

VII. Address. By Hon. William Gaston.

VIII. Poem. By Oliver Wendell Holmes.

IX. Address. By Rev. F. H. Hedge, D. D.

X. Music by the Band of the Institution. (Duet for two cornets, and march.)

XI. Address. By Hon. Francis W. Bird.

XII. Poem. By Rev. Charles T. Brooks.

XIII. Quartette for Female Voices, in four parts. By Dr. S. P. Tuckerman

Their sun shall no more go down, the Lord shall be their light, their everlasting light, and the days of their mourning are ended. For the Lamb shall feed them, and God shall wipe away all tears from their eyes.

XIV. Address. By Rev. Edward E. Hale.

XV. Address. By Dr. E. M. Gallaudet.

XVI. Music by the Band. (Prayer and Allegro from "Der Freyschütz.")

XVII. Address. By Colonel T. W. Higginson.

XVIII. "Gloria in Excelsis," from Mozart's Twelfth Mass. By the Choir.

The assembly was called to order by Hon. Francis W. Bird, who introduced His Excellency, Governor Rice. After the Organ Voluntary, prayer was offered by Rev. Mr. Hale in these words:—

THE PRAYER.

Almighty God, thou also art in the midst of us. Father of mercies, of infinite mercies, be pleased to fill each heart here with the certainty of a Father's presence, and quicken us; make us alive even in the fullness of our Father's love. Consecrate to us all the memories of the life of him whom this day we assemble to commemorate; speak to us again even by his silent lips, and teach us yet again his lesson of truth, of hope, and of love. And be with all those, Father, from whom thou hast called away a near and dear friend, one very near and very dear. Come to them, thou who art comfort for the comfortless, strength for the weak, and light for the blind, and to all of us. Help us to look upward, forward, and in each change of this life to come nearer and nearer to thyself, that we may see beyond the veil; that we may mount even on angel wings, and hold always a closer and closer communion with our God. So may our service of this day be blessed indeed, if from this house we go to our homes more ready to enter into the work which he has laid down; more willing to consecrate our lives, as he consecrated his, to the coming of thy kingdom, to the lifting up of those who have fallen down, to giving light to those who are blind, to giving hearing to the deaf and strength to the faint, to giving thy blessings to all thy children. Be with us, Father; hear us and answer us as the disciples of thy own Son. Amen.

Hon. Alexander H. Rice, Governor of Massachusetts, then spoke in these words:—

The fall of a distinguished citizen in the race of life has arrested the flow of business and of worldly cares, and convened this great assembly, while the day yet lingers, to pay the tributes of respect and gratitude to a noble philanthropist and a tireless benefactor.

The occasions have been neither few nor wide apart, in these later years, when Massachusetts has put on her mourning drapery for departed citizens who have achieved usefulness and honor among men. She has a long catalogue of heroic dead upon her battle-rolls; and, within the past few months, has received to her kindred dust all that was mortal of two great Senators,—who, for a score of years, uttered her voice and defended her principles in the Senate of the United States,—besides the remains of other dignitaries of State and National renown.

To-day she stands by the grave of her greatest philanthropist, and divides her sorrow with mankind. For more than two generations Dr. Howe was connected with some of the leading educational, charitable, and reformatory institutions of Massachusetts, and in so close a degree, that the school, the asylum, the hospital, and the prison seemed the sphere of his constant and loving labors; while his efforts and methods for

giving sight to the blind, for breaking the silence of the deaf, and for kindling intelligence in the idiotic and feeble-minded were limited in their beneficence to no State or country or race, but are recognized and will be commemorated in the lasting gratitude of mankind.

Death found him no idler, but busy at his work. He was still the responsible head of the Institution for the Blind, which he founded nearly fifty years ago, and where his marvellous skill, interpreting the scenes and harmonies of nature to those who dwell otherwise in a dark and voiceless world, left us always doubting whether to admire more the benefaction of his labors, or the transcendent genius by which they were originated and administered. Nor did he yield his place on boards of direction of various other institutions and organizations, public and private, either at the solicitations of leisure or at the admonitions of physical decline.

A student of social science in all its departments, he sought the amelioration of every form of human suffering, and the elevation of society, by means at once comprehensive, philosophical, and humane. In his peculiar province he leaves no successor, and his fame will have no rival. So firm of purpose, so gentle in manners, so pure in life, so guileless in character, so complete in goodness, death can bring to him no change but from the toils of earth to the fruitions of hope, and to the gratification of his aspiring soul in the higher intelligence and the ever unfolding glories of immortality.

After the singing of Mr. Channing's hymn, above printed, Governor Rice introduced one of his predecessors in office, Hon. Alexander H. Bullock of Worcester, who spoke as follows:—

GOVERNOR BULLOCK'S EULOGY.

Accustomed as we have been to pay these public honors to the dead, if I am not altogether mistaken, friends and fellow-citizens, this occasion is unlike others which have preceded it. I do not recall another resembling it in the quality of its personal reminiscences. It is an occasion for a rare kind of personal homage. It is for no eminent Senator or Vice-President, falling with the robes of office still about him, and affecting the emotions of a nation that had been his auditory, but it is for a man fallen in the daily work of half a century in paths of life which are shunned by most of mankind, who was unknown in the field and the forum, yet was distinguished in all Christian lands as a master self-consecrated to humanity. His title stands apart, and is of his own unconscious winning,—the title of Philanthropist. In the last hundred years only one man in Great Britain has been selected to wear that honor as exclusively his own. Other Englishmen of perhaps greater celebrity have left a splendid fame for their generous devotion: Fox for his devotion to the very sound of liberty; Wilberforce to negro emancipation; Romilly and Mackintosh to civil and social reform. But their life was so largely a forensic tournament, in which they won crowns for themselves, their distinction in philosophy and eloquence was so large a share of their renown, that their names have usually been remitted to the roll of statesmen and orators.

But there was one—another Englishman—whose labors of mercy, sustained by none of the ordinary stimulants of ambition, were so obviously and solely for the good of the race, followed by no earthly reward to him, but followed by a rich harvest to his fellow-men, that the encyclopedias will perpetuate for ages the name of Howard as synonymous with philanthropist. We ourselves have had more than one man who has been designated in his day as the Massachusetts Senator,—more than one who has been called her orator, her historian, her poet,—yet I am persuaded that beyond the time of this generation the name of Samuel Gridley Howe will be pronounced, as we now pronounce it, by special eminence, the Massachusetts Philanthropist. And surely the Commonwealth could not rejoice in a higher or nobler title for one of her sons. It is the highest of all earthly distinctions, for it is the word the mention of which gives him his place in the hearts of all men,—a word which represents character and deeds that are not subject to the taste or culture of an age, but are unchangeable for example and contemplation. Nor can we better discharge the duty of this hour, than by fastening upon his memory the title which shall carry to the schools of the State, to all the walks of life, whether of study or business or leisure, —to all the ambitions and activities of this wonderful people, suggestions and inspirations for consecration to the welfare of the race,—the title of the MASSACHUSETTS PHILANTHROPIST.

The future career of the philanthropist was prefigured in the young man of twenty-three. At this distance of fifty years from that remarkable outburst of sympathy which directed so many minds towards the Greek Revolution, the glare and romance which then surrounded the scene and the actors have given place to the cool judgment of history. Military adventurers thronged from all parts of the Continent to the theatre of the war, with the usual result; and before Lord Byron set out from Genoa, he saw enough of disappointed and returned officers to check the enthusiasm of a less resolute spirit than his own. There were two persons, however, who did go to remain. Byron was the illustrious over all whom the societies of England contributed to that service. Superannuated with pleasure and sorrow at thirty-six, his hair already turned gray, and his heart withered, he enlisted for a new life and new glory with a resolution and zeal which led the pathway of the poet to his martyrdom. There was no sham or illusion about his purpose. But to all of that zeal, Dr. Howe brought the added freshness and purity of youth, with the calculation and firmness of manhood. In his going, I do not so much observe the knight-errantry. I behold him, rather, then first developing a heaven-born genius for serving his fellow-man; I see him at that early day overcoming the law of nature which makes us cold to the relations of distant misery.

He remained to the end; and it was one of the brief and happily completed periods of history which found the combined fleets of the Christian powers of Europe engaging in the battle of Navarino to enforce the same rules which the illustrious representative of Massachusetts in Congress had so eloquently demanded four years before, and which also found, at the same moment, among the military forces on the land, another young

brave soul of Massachusetts coöperating in arms. It was the period of test and trial to our departed friend; and the record of his six years in Greece has significance and value, because it is the record of a young man struggling in earnest for the cause of the oppressed. I conceive that fancy had little to do with his enlistment. No doubt, as he approached the land of his service, its ancient and heroic annals rose in his imagination; its story and song; its waters, on which he was soon to battle as the great had battled before; its temples, which he had read of and was so soon to behold; its mountains, under crown of snow and flush of sunset; but these were only the accessories in the picture. His mind rested on the darker and sterner background, of privation and hunger and sickness and personal peril; but over them all, of duty to dare and endure for the rescue of a down-trodden portion of his kind. Nothing short of this high conception and purpose could have borne him through these lengthened years of trial and exposure; in the cock-pit, the ambulance, and the hospital; in guerilla bands on land, and through every gradation on deck; in soliciting and distributing charity; in the labors of colonizing a disorganized people; through all the mingled functions, from a constable to a commander-in-chief of a colony,—until at length, after six years, disease drove him from the country, and sent him back to his profession. Now, if there be any school of experience in which a man's bent is confirmed and fixed, certainly he was returned to us from such a field strengthened in his high motive and purpose, trained and inured for the work which his destiny had assigned to him.

His Excellency, who now presides over our expanded plan of State Charities, was a mere lad forty-five years ago, when as yet in the beauty of his youth our lamented citizen gave to the unorganized system the first quickening of a visible life. Within the space of three years, from 1829 to 1833, an organization of the humane sentiments of this community sprang into existence, and was followed by results which have not been surpassed in the history of benevolence. It was known that there were twenty-five thousand blind persons in Great Britain; that there was a large but unascertained number in this Christian Commonwealth, and a desire to methodize some measures of relief began to stir in many hearts. We were about to take the lead on a broad scale in this country in bearing the light into the abodes of shadow, and the leaders were found worthy of the enterprise. Fisher and Brooks had opened the books for subscription. Prescott, then groping his way in partial blindness to works of imperishable fame, by writing up the theme in the "North American Review," had awakened a generous concern in the circles of affluence and culture. But the work was still languishing for a great giver, the chances were at a balance, when the more than princely merchant, Thomas Handasyd Perkins, put his munificent hand into the scale. And still the master-genius was wanting who could and who would execute the sublime work, when Howe offered his life-service to the education and the elevation of the blind.

I need not ask you, who take pride in Boston, you who take pride in Massachusetts,—I need not ask you whether in all New England, whether in any State, humanity ever gathered to its assistance a nobler

group or a more brilliant staff. Some of us remember both of those two central figures, Perkins and Howe: so unlike in their education and avocations, yet linked in our annals by an enduring tie of beneficence, themselves having joined in a union that can never be broken the practical and the ideal Boston. When I first saw Colonel Perkins, then an old man, his face seemed itself an institution of benevolence, or at least I could say of him, as the great Spanish romancer said of one of his characters, that his countenance was a benediction. He has been dead more than twenty years, and only a small part of this generation have known anything about him. But you and I, your Excellency, having some occasion for being acquainted with the magnificent body of humanities with which his name is connected, could not stand by the grave of his associate in benevolence and not recall *him* to our fellow-citizens.

It is not for me, within these limitations, to expatiate at length upon the service rendered by Dr. Howe in his chosen department of life-work. He accepted it as his mission with the same alacrity with which the average graduate of the school reaches out for fame or fortune. He made his venture, with what special genius or fitness no one then could say, though the world now knows, into the field of darkness, to which he was soon to add the field of science. In that field, comprising at once the wide range of philosophical analysis and practical development, he became the authority on this side of the water; and he has given to the Massachusetts school the foremost rank among the twenty other institutions of the same kind, more or less,—Mr. Sanborn can tell us how many there are,—which have sprung up on these shores under his leading.

This great success in establishing what may be called a structure of national humanity, has been his work. But great as it appears in its present proportions, it was greatest in the beginning. Now, when the whole subject has become familiar to the common apprehension, men little understand the patience and devotion which were necessary at the commencement. How many would have turned away from the first experiment! But he took for his encouragement the truth expressed by Prescott in such words of pathos, that "the glimmering of the taper which is lost in the blaze of day may be sufficient to guide the steps of him whose path lies through darkness." There is nothing in the recorded manifestations of sympathy or of poetry which surpasses in interest the character of his early experiments, in almost creating a new sense for an immortal mind. The great modern delineator of the miseries of the unfortunate, and the glories of charity, Mr. Dickens, in his reminiscences of the South Boston Institution, has depicted those solemn efforts of Dr. Howe in the colors of truth laid by his art. He was original and without an equal in raising deafness, dumbness, and blindness combined to a perfect use of human language. He invented an alphabet, and advanced step by step through all the ingenuities of tangible typography. He imparted a vision of the Divine Being, and gave a New Testament which the sightless may read. He took up the conception of Milton, who knew both sight and blindness, that the Almighty appears to cast gloom over the blind, not so much by deprivation of sight, as by the shadow of the Divine wings,—*nec tam oculorum hebetudine quam cœlestium alarum*

umbra has nobis fecisse tenebras videtur,—and even that shadow he sought to irradiate! I ought rather to say, that he turned away from the sad spirit of Milton, expressed in his Latin, and that by new methods of printing and new methods of instruction, he made attainable to his blind constituents the more cheering invocation of the same great poet, expressed in his own English,—

> "So much the rather thou, Celestial Light,
> Shine inward, and the mind through all her powers
> Irradiate."

By his example and instructions through all these years, Dr. Howe taught the State to reverence human nature in every individual being. I have sometimes thought that it is one of the defects which ought to be expected under our large freedom, that the government might be in danger of overlooking the individual; all persons being free, and supposed to take care of themselves, government being restricted to its duties, and parting with somewhat of its parental character. This teacher, who has been so long at the head of the eleemosynary departments of the Commonwealth, has done a great deal to correct this defect. He began and ended with the individual. A hundred years hence, he will be cited—Massachusetts will be cited—in all Christian countries, for his exertions in a single case upon a single individual.

Reverence for human nature, as represented in every child of God, lay at the foundation of his work; and he, more than anybody else, has made it the foundation of the noblest structure of charities which any American State has organized. He began forty years ago by taking up as worthy of his daily care, and worthy of the care and aid of the Commonwealth, "a silent, helpless, hopeless unit of mortality"; he followed up the case, and induced the State to follow it to the day of his death; and the seal of his last will bids her live under that same protection after he is dead and gone. That is the principle upon which our charities rest.

The life and well-being of all are inseparably connected with the welfare of the individual. The bloom and vigor of the whole people can only be real and lasting as they are shared by every class. You can infuse freshness and strength into the State only as you infuse freshness and strength into the tie which connects the State with every individual. That has become the doctrine of Massachusetts. That is the doctrine which upholds our system of reliefs and reforms, of education and charities, which has grown up under the tuition and practice I have described, until it now attracts inquiry from foreign lands.

In a single year, I remember to have received at the Executive Chamber of the State House, letters of this character from two governments of Europe, and from one in South America. But we have not come to this without the study and efforts of men whose hearts were heroic, and whose lives were dedicated to the race. The first state lunatic hospital, the creation of Horace Mann, was opened about the same time that the institution at South Boston opened its doors to his friend of college days, whose name we honor this evening. They have both gone away from us; but let us devoutly trust that their works may not follow them.

Wherever you may trench, still spare the temple of our charities, erected, enlarged, and embellished over this half-century by the open-hearted and open-handed of this munificent city,—by the culture, the grace, and the virtue of the best sons of Massachusetts. If there are those whose hearts and hands are cold for want of destructive occupation, I still pray they may not gain friction and warmth by hacking at the monuments of Perkins and of Lyman, of Dwight and of Clarke, of Mann and of Howe.

But it is impossible that we should here pass in review so long and varied a life. That life is not a paragraph nor a chapter; it is a history, of constantly added scenes of philanthropic adventure and of constantly added phases of character. It takes us to Greece, and to the college of France, and the prisons of Prussia; over more than twoscore years in daily walks to the Institution at South Boston; through courses of investigation which led to the establishment of schools for the feeble-minded; through inquiries and efforts, never given over, to improve the administration of prisons, and to give a fair chance before God and man to the released prisoner; over a constantly manifested care for neglected children and youthful offenders; into long counselling and coöperation for the cause of general education; to his humane assistance, known to his Maker, but kept a secret from his Government, for the escape of the fugitive slave; to his interest in the war of freedom, and his service on the sanitary board in smoothing the pillow of the soldier; to his mission after the war to inspect the condition of the redeemed; and at length, a few years before his death, back again across the Atlantic to bear food to a starving people; and, wherever this history takes us, and wherever we find him, we see a free and true man, without fear or favor of his kind, saying, not in words, of which he was chary, but in deeds, with which he abounded, "Behold, I am here, Lord!"

It would be an omission in my memory of an official connection with him, extended over three years, if I were not to bear my testimony to his almost ubiquitous attendance on his work; he was at South Boston, he was at his office in town, he was at the rooms of the Board of Charities, he was at the Executive Chamber, he was sometimes at his own house, he was always where duty called. He seemed capable to drive all the reforms and charities abreast; and yet he was seldom on a strain; always having an air we all liked of a man of business, of a man of the world, what Carlyle would call "a good, broad, buffeting way of procedure"; of dauntless force of character, of firmness that was impassive, of modesty that was unfeigned; a little mutinous whenever governors attempted to interfere with his methods, but that was of no consequence since he was mutinous to revolt whenever he saw the image of God oppressed, or wronged, or neglected. Nor will I leave him without an allusion to his last great work. I refer to his association with a few other gentlemen, more active in this than he was, whose names I might call if some of them were not present, in organizing, I may say in establishing, under the endowment of Clarke, that noble institution on the banks of the Connecticut, where the deaf and dumb learn to discern a voice from a mute breath, to catch human language at sight from human lips. I look to that institution with perfect assurances of the greatest

results, and I recur not without sensibility to the days when we thought him essential to us in laying its foundations.

Over the tomb of the philanthropist I would not hang out his insignia of the Greek Legion of Honor, nor his cross of Malta, nor his medal of Prussia. I would instead record there the words of Edmund Burke, applied by him to John Howard and his mission: "He penetrated into the depths of dungeons; he plunged into the infections of hospitals; he surveyed the mansions of sorrow and pain; he took the gauge and dimensions of misery, depression and contempt; he remembered the forgotten, he attended to the neglected, he visited the forsaken, and he compared and collated the distresses of all men in all countries."

Governor Rice then said: "It is most appropriate that the alma mater of Dr. Howe should send a message to this great assembly, and she has done so by the lips of Dr. Caswell, ex-president of Brown University, whom I now have the honor of presenting to you."

REMARKS OF EX-PRESIDENT CASWELL.

We are here to-day to do honor to the memory of a deceased friend whom the nation and the world honor; to recognize the singular benevolence and skill of one who, if not literally, yet in effect, gave sight to the blind, hearing to the deaf, speech to the mute.

I have been requested to take part in these memorial services, and speak of the college life of Dr. Howe. So far back does this carry us, that I suppose I am the only person in this very large assembly who personally knows anything of that college life. There are also now but few living who could be summoned as witnesses. It may be thought, perhaps, that recollections going back more than fifty years would be shadowy and unreliable. But there are some things too deeply fixed in the mind ever to be forgotten. Such are the scenes of student-life. I proceed, therefore, to perform the task assigned me, in some respects with reluctance, in other respects gladly.

Dr. Howe received his collegiate education in Brown University. He was graduated in the class of 1821. Though a younger man than myself, he graduated one year before me. We were three years together in the university. I knew him well, and esteemed him highly for many marked traits of character. He entered college young. He was a mere stripling, but nature had been generous in giving him an attractive physique. He was of middling height, slender in form, erect, agile, and elastic in his movements. With fine features, a fresh, pink complexion, a keen blue eye, full of purpose and meaning, and of mirth as well, with open, frank, and genial manners, he could not fail to win the kind regards of his youthful companions. He showed mental capabilities which would naturally fit him for fine scholarship. His mind was quick, versatile, and inventive. I do not think he was deficient in logical power, but the severer studies did not seem to be congenial to him. In all practical matters he saw intuitively and at a glance what was the best thing to be

done. In any strait or difficulty, or any sudden emergency of danger, if there was any possible way of escape, nobody need inform him what it was. Before anybody else had time to think, his plan was formed.

And here I may as well state that his college life was not altogether a happy one, and was not as productive in the line of good learning as it might have been. He had a full share of general knowledge, without exact scholarship. It was for this reason that I felt some reluctance in speaking upon this subject. But in any fair and comprehensive view of his character, how could this period of his life be omitted? It formed an essential part and parcel of the whole. Without this, the picture would be incomplete. Besides, it strikingly developed some of the mental characteristics which ultimately made him what he was.

In judging of men, we must take into account the original propensities,—the natural tone and temperament of their minds. There is many a punster who could not refrain from a good pun, if he knew he would be indicted for it. In some men wit is spontaneous and irrepressible. It would be as impossible to suppress a good joke, or a keen repartee, as to suppress the law of gravitation. On the contrary, there are many sensible men who never laugh at a joke or a witticism, however brilliant, for the reason that, innocently enough, they see nothing to laugh at. Their perceptions are shut up to plain matters of fact.

Dr. Howe, with a heart as good and generous, as free from malice and evil as any man's,—unless we except those few rare characters who are too good to live in such a world as this,—had, nevertheless, an insatiable fondness for fun and frolic, and a good practical joke. Tricks are proverbial in colleges. And in almost every college there will be some one whose natural endowments, with a little practice, make him an acknowledged leader. Dr. Howe rather belonged to this class. With singular sagacity, he saw every opportunity of producing a sensation, and breaking up the dull routine of college life, and it was no sooner seen than embraced, no matter upon whom the laugh turned, whether upon a classmate or a tutor, or upon the venerable head of the university himself. On such occasions, his invention and expedients and adroitness were matters for study and surprise. He was himself very modest and taciturn with regard to any merit or cleverness of these incidental performances. There was not a particle of brag or swagger about them. His own impression seemed to be that they were merely common-place affairs, and that anybody else would succeed as well as he.

For some misdemeanors attributed to him, he was once or twice sent into the country,—"rusticated" was the term,—to study a few weeks with some staid minister, who retained some knowledge of the curriculum of college studies. But this temporary exile did not sensibly diminish his resources in this line of amusement. In fact, it rather increased them. The pent-up energies, which it were unseemly to expend upon a plain country minister and his family, found a ready outlet in college. It is certain that the pulsations of college life were quickened by his return from exile.

It will, perhaps, be excusable, even on this occasion, if I give the outline of a single anecdote, which I have more than once heard Dr. Howe

relate with graphic effect. It shows the impression which he left behind him. It was some years after Howe had left college, and after he had become widely and favorably known to the public, that he was in Providence attending the annual commencement. He thought he would call on his old president, Dr. Messer, then living in retirement,—*otium cum dignitate*,—and apologize to him for the trouble he had given him while in college, and the many interruptions to his nightly repose,—for, in truth, he bore no malice, and always had a kindly feeling towards the good Doctor. He called, and the venerable instructor of his youth received him with evident marks of distrust, and requested him to be seated, and took a seat himself at a respectful distance. Howe commenced his apology, when the good Doctor, moving his chair a little further back, said, "Howe, I'm afraid of you now. I'm afraid there will be a torpedo under my chair before I know it."

I have several times conversed with Dr. Howe respecting his college life after we had both grown up to mature manhood. He regretted, of course, the waste of time, and the loss of precious opportunities; but he said, in explanation of his course, that before he had been many months in college, he found that he was suspected of all the mischief there, when, in fact, but a small part of it was his. His honest and truthful statements were set aside and disregarded, and he was made a sort of college scapegoat to bear off the sins of others. Under that state of things, he felt a greater freedom in displaying his skill, and keeping up his reputation, than he could otherwise have justified. He followed the impulse of a fretted man, and not the reasoning of a calm philosopher. In looking at it as a practical case, we cannot help thinking that a little parental advice, a little kindly treatment, and, more than all, a little confidence in his honor and honesty, would have done more to correct his foibles, than all the college censures that could be imposed upon him.

Dr. Howe was highly esteemed by his college associates. His presence was always welcome among them. He had a certain undefinable magnet-power that drew them round him. They were proud of his singular success in an original and untrodden path of benevolence. No one doubted that his extraordinary mental activity, and his large executive capacity, would lead to distinction in some way. But in what way, none could conjecture. Few, probably, anticipated that he would become an eminent philanthropist, and that his life would be nobly given to the relief and comfort of the unfortunate,—of those who, in the providence of God, were deprived of some of the faculties which bless our common humanity.

I may add, that, I believe Dr. Howe was sincerely attached to his alma mater. It is only a few years ago that he rendered valuable service on an important committee of the alumni, appointed to devise some plan by which the great body of the alumni could be brought into closer relation to the university. He believed such a result could not fail to be productive of much benefit to the university. Her success and good name were dear to him. And his own name will stand upon her catalogue as one of her most illustrious sons.

I have already, Mr. Chairman, occupied too much of your time. I close

with a single suggestion. I hope that no student of the present day, who reads these remarks, will conclude that college tricks, even though harmless, are the natural stepping-stones to eminent success in life.

Dr. Caswell was followed by ex-Governor Gaston, who said:—

REMARKS OF HON. WILLIAM GASTON.

A long life has ended. The funeral honors have been paid, and the body has been laid to its rest in the grave. A citizen, holding no high official rank, has finished his labor. No pageantry surrounded the funeral service, and no pomp or exciting circumstance has drawn us together to-day; and yet weeks after the event, without the strong emotion which belongs to the early stages of grief, but with quiet affection, and with deliberate judgment and speech, we have come here to express our profound respect and veneration for the character and memory of one whose ambition was to lead an honest, earnest, and useful life. Such an event, under such circumstances, is a rare one, and is, I think, an honor to the dead and to the living. Such an event is in itself a eulogy.

Men's evil manners may "live in brass," but their virtues we do not always "write in water." Good deeds may, like the stars in the firmament, shed forth their tranquil light forever.

It is well for us for a while to leave the struggles and the conflicts in which we daily engage, and to contemplate the simple grandeur of a life spent in works of benevolence, of charity and of love; and while we may not add to the greatness of an assured fame, we may be able to go forth from our service with increased strength and with large charity in ourselves.

But the purpose of this meeting needs no commendation. It carries with it its own justification and even praise. I have been requested to speak of Dr. Howe's labors in connection with the splendid charities of the great Commonwealth which you, Mr. President, represent. They were great and varied, but I shall not attempt to describe them, for the time allotted me is insufficient for their recital. The witnesses to them are a thousand, and they need not the aid of speech or of praise.

Of the ability and culture which accomplished such splendid results, I need not speak. Besides great ability, there are two things which make men strong. Dr. Howe had them both. An intelligent conscience, and the quiet courage to obey it. True courage is not noisy. It does not find its expression in defiant manner or vapory speech, but it does consist in a quiet determination to do right because it is right, and in travelling in a straight, though unpopular pathway.

With such a conscience and with such a courage, Dr. Howe entered the field which lay before him. He sowed the seed, and we all rejoice to know that he lived to see the harvest. His life was not without its conflicts, but the battle has been fought and the victory won.

"This is the happy warrior: this is he
Whom every man in arms should wish to be."

Dr. Oliver Wendell Holmes then recited a poem in memory of Dr. Howe:—

DR. HOLMES'S POEM — A MEMORIAL TRIBUTE.

I.

Leader of armies, Israel's God,
Thy soldier's fight is won!
Master, whose lowly path he trod,
Thy servant's work is done!

No voice is heard from Sinai's steep
Our wandering feet to guide;
From Horeb's rock no waters leap,
No Jordan's waves divide;

No prophet cleaves our western sky
On wheels of whirling fire;
No shepherds hear the song on high
Of heaven's angelic choir.

Yet here as to the patriarch's tent
God's angel comes a guest;
He comes on Heaven's high errand sent,
In earth's poor raiment dressed.

We see no halo round his brow
Till love its own recalls,
And like a leaf that quits the bough,
The mortal vesture falls.

In autumn's chill declining day,
Ere winter's killing frost,
The message came; so passed away
The friend our earth has lost.

Still, Father, in thy love we trust;
Forgive us if we mourn
The saddening hour that laid in dust
His robe of flesh outworn.

II.

How long the wreck-strewn journey seems
To reach the far-off past
That woke his youth from peaceful dreams
With Freedom's trumpet-blast!

Along her classic hillsides rung
The Paynim's battle-cry,
And like a red-cross knight he sprung
For her to live or die.

No trustier service claimed the wreath
For Sparta's bravest son;
No truer soldier sleeps beneath
The mound of Marathon;

Yet not for him the warrior's grave
In front of angry foes;
To lift, to shield, to help, to save,
The holier task he chose.

He touched the eyelids of the blind,
And lo! the veil withdrawn,
As o'er the midnight of the mind
He led the light of dawn.

He asked not whence the fountains roll
No traveller's foot has found,
But mapped the desert of the soul
Untracked by sight or sound.

What prayers have reached the sapphire throne,
By silent fingers spelt,
For him who first through depths unknown
His doubtful pathway felt.

Who sought the slumbering sense that lay
Close shut with bolt and bar,
And showed awakening thought the ray
Of reason's morning star!

Where'er he moved, his shadowy form
The sightless orbs would seek,
And smiles of welcome light and warm
The lips that could not speak.

No labored line, no sculptor's art,
Such hallowed memory needs;
His tablet is the human heart,
His record loving deeds.

III.

The rest that earth denied is thine,—
Ah, is it rest? we ask,
Or, traced by knowledge more divine,
Some larger, nobler task?

Had but those boundless fields of blue
One darkened sphere like this;
But what has heaven for thee to do
In realms of perfect bliss?

No cloud to lift, no mind to clear,
No rugged path to smooth,
No struggling soul to help and cheer,
No mortal grief to soothe!

Enough; is there a world of love,
No more we ask to know;
The hand will guide thy ways above
That shaped thy task below.

ADDRESS BY REV. F. H. HEDGE, D. D.

I am happy to add my individual tribute to the public commemoration of a great and good man. I say, advisedly, a *great* man, for moral greatness, in my estimation, is immeasurably more than any form of intellectual superiority. Intellectual greatness is an accident of the brain which some counter-accident may at any time neutralize, and which the accident of death must finally explode. But moral greatness belongs to that which is most interior and indestructible,—the man of the man, the *will;* the one thing in us which survives when genius has gone to the worms, and learning and eloquence have turned to dust.

I have been anticipated in saying that my idea of Dr. Howe is best expressed by the word chivalry. There are certain accidental romantic associations connected with that word which have nothing to do with the essence of the thing it stands for. When Burke pronounced his famous dictum, that "the age of chivalry has passed," he mistook, it seems to me, the form for the substance, and did great injustice to his own time. There was as much chivalry in the eighteenth century as in the twelfth or thirteenth. John Howard, whom Burke himself eulogized in his speech to the electors at Bristol as the man who traversed Europe, "not to survey the sumptuousness of palaces or the stateliness of temples, but to dive into the depths of dungeons, to plunge into the infections of hospitals, to take the gauge of misery, depression, and contempt,"— Howard was as true a knight as Tancred or Louis IX. The essence of chivalry consists in devotion to the cause of the weak and oppressed;— and of that devotion Dr. Howe was our most illustrious example.

In 1821, the year in which he took his collegiate degree, the Christian world was electrified with the intelligence that Greece, the birth-land of the humanities, long prostrate beneath the rod of the Scythian usurper; that Greece, which for four centuries had ceased to be anything more than what Prince Metternich called Italy, "a geographical expression," had turned on her oppressor, and was struggling to regain her independence. Greek youths had been studying in German universities, and had there learned of the glories of their ancestry, and caught from Gothic lips the old Hellenic fire. A Greek scholar and bishop had raised the standard of revolt in the Morea, and all along the glorious Peninsula, from Corinth to Athens, and from Athens to Olympus, the whisper ran "that Greece might still be free," and the resolution was formed that free she should be, if resistance unto death could make her so. In Western and Middle Europe, and especially in Germany, the event awakened among scholars and lovers of liberty an intense sympathy with the struggling patriots. A Leipzig professor published a pamphlet, entitled "The Cause of Greece the Cause of Europe," and many were ready for a new crusade against the Musselman. But Austria, traditionally bound to side with despotism, frowned ominously on every movement in favor of the insurgents, and "Christendom's chivalrous lances" were not "stretched in their aid." On the contrary, the vessels from Christian ports, one of them from this city, were freighted with supplies for their enemies. Still, as the struggle proceeded, and occasional success had shown their cause to be not utterly desperate, individuals of other nations took arms in their behalf. Notably, Lord Byron, chief of English philhellenes, threw his sword into the scale of their doubtful fortunes, and on the soil which his grandest strains had celebrated sought, as he said,—

"Less often sought than found,
A soldier's grave."

In the year when that grave was found, when Grecian earth had received what was mortal of the mighty poet, in 1824, Dr. Howe, having finished his preparatory medical studies, offered his services to the patriot army.

It is characteristic of the man, that he did not offer them before, that he waited three years before undertaking the perilous mission. Had his chivalry been merely a flash of romantic sentiment, such as often fires the heart of youth, he might have rushed to the scene of the conflict as soon as the tidings reached him that such a nation was in arms for such a cause. Had he done so, his going would have been of comparatively little use. A single sword, a boy's life, worth something, no doubt, but hardly sufficient to justify so great a sacrifice.

Dr. Howe's philanthropy was of a more deliberate, practical kind. He waited till he had something more to offer than muscle and blood; to wit, his knowledge, his science, his professional skill. He then gave his services as army surgeon to the Greeks, thus contributing what was most needful, and rendering in that capacity more effective aid with the lancet than he could have done with the sword.

This deliberation, this practical wisdom, was characteristic of the man. His enthusiasm was no blazing *fiasco*, soon kindled, soon spent, but that interior heat, that steady, enduring force that bides its time; that knows when to refrain and when to strike, and never strikes in vain.

My first impression of Dr. Howe, whom I had known only by report, and never met until the greatest of his works had been accomplished, was that of a man who was singularly devoid of all appearance of enthusiasm. I was struck with the absence of superficial fervor and gushing demonstration. He was never the hero of his own tale. I have talked with him, often and long, and should never have guessed from anything that fell from his lips that he had ever seen Greece, or lain in a Prussian prison cell, or penetrated the three-barred gate of Laura Bridgman's soul.

Another peculiarity of his enthusiasm was the liberality, the tolerance, that accompanied it. And this I believe to be one of the rarest of moral phenomena, the combination of philanthropic enthusiasm and a tolerant spirit. Excepting him only, I have never known a philanthropist,—I mean an active, reforming philanthropist,—who was also a fair-minded, tolerant man. Many excellent, devoted, self-sacrificing men I have known of that vocation, men to rejoice in and thank God for; but they all had this taint of intolerance. Not content with strenuous advocacy of their own pet charity, not content with active service in that cause, they insisted that you should tread their narrow path, should merge yourself in their one idea, and reviled all who differed from them as to time and method, when even agreed as to ends. Advocates of temperance I have known who reeled and staggered and wanted to intoxicate you with their heady politics; champions of abolition I have known who wanted to fasten the yoke of their method on your neck; and even apostles of non-resistance who handled their olive-branch as if it were a war-club. Dr. Howe was not of that line. He was that exceptional character, a tolerant enthusiast, a fair advocate of a righteous cause.

Of his efforts in behalf of the Poles, of later services rendered to the people of Crete, I shall not undertake, within the limits allowed me, to speak; nor yet of his last public work, the mission to San Domingo, in which, whatever may be thought of the proposition to annex that island, the motive of such proposition on his part was a humane sentiment, in perfect keeping with all his course. In all these enterprises, the chivalrous nature, the knight without fear and without reproach, are shiningly manifest.

We commemorate in this centennial year the illustrious memories of the fathers of the American Revolution. There were giants in those days, giants of patriotic devotion. But, Heaven be thanked, the race of giants is never extinct. They are reproduced from age to age, and I venture to say that in all that glorious calendar of Revolutionary heroes, you shall find no purer or more heroic soul than him whom we here commemorate; in all the annals of Boston, there has lived no citizen of whom Boston has greater reason to be proud.

Governor Rice then said: "The Hon. Francis W. Bird, a life-long friend and intimate associate of Dr. Howe, will now speak upon his private and personal qualities."

REMARKS OF HON. F. W. BIRD.

At this hour, and in this presence, I shall not attempt what has been so well done by others, the sketch of Dr. Howe's services to humanity and human rights. I have known him well for over thirty years; very intimately, I may be allowed to say, for the last twenty years; and while I join in every expression of admiration and gratitude for his heroic life, and for his untiring devotion to all good causes, I find myself loving rather to dwell upon his private character, especially as illustrated in his domestic life. I love to remember him as a loyal friend, a devoted husband, a tender father. The public, which such men serve, sees only one side of their characters, and often it must be that the exigencies of an unyielding fidelity to convictions of duty present to the public only the stern phases of their nature. It may be, too, that men engrossed with questions of great public concern cultivate the sterner qualities to the neglect of social amenities and the gentler virtues of domestic life. This was not true of Dr. Howe. Whittier sketched him perfectly in the couplet,—

"The lion-heart in battle,
The woman's heart in love."

Soon after the invasion of Virginia by John Brown, sixteen years ago, Dr. Howe, to escape arrest, went to Canada. He used to say that he thought he could calmly face a soldier's death; but to be dragged to Virginia, to be tried by a jury which in the then existing state of feeling could show neither mercy nor justice to a Northern man, and hung upon a gallows, or worse, to be lynched by an infuriated mob,—before such a death, he confessed he was a coward. The friend who accompanied him to Canada told me that Howe never retired at night without placing on a table within his sight the photographs of his family,—the last objects his closing eyes rested upon, and the first to greet him in the morning, with memories of the dear ones at home.

I can hardly do justice to the impressions which our whole intercourse, and especially for the last few years of unusual intimacy with his domestic life, have given me of the warmth, the tenderness, the affectionateness of his nature. It was very beautiful to see the man who had braved the dangers of Turkish warfare and the terrors of a Prussian dungeon pouring out at home in the warmest terms his love for wife, children, and grand-children, and his appreciation of their devotion to him. In a note from him last summer, in which he describes recent suffering "as terribly painful and depressing to my moral nature," he adds, "Mrs. Howe proved a devoted nurse and tender wife, and displayed more patience, watchfulness, and kindness than I supposed she could do." It may seem an invasion of the sacred precincts of private life to speak thus of one—

"Who like a jewel hung for thirty years
About his neck, yet never lost her lustre;
Of one who loved him with that excellence
Which angels love good men with."

In a letter from him, in 1874, he said: "Greater sorrow is not given man to suffer, than that for the untimely death of a child, and the death of a son is probably more keenly felt by us fathers than any other. Up to this day, the death of my youngest boy comes over me like a fresh pang, and I go away and weep alone."

At my last visit to him, two days before he was struck down, I found him in extreme suffering. Soon after I went in, he said with great gravity and emphasis, "I shall not live to the end of this month." I laughed it away; but yet, may it not have been one of those mysterious shadows which coming events sometimes surely cast before? During the interview, he charged me with most affectionate messages to my family, repeating them as though under the same premonition. As I rose to leave, he followed me into the hall, threw his arm around my neck, and with a beautiful smile said, "My dear old fellow, let me kiss you," and gave me a warm kiss. Within two days the thick curtain fell.

I should fail to do justice to this phase of Dr. Howe's character, if I did not make some reference to his religious opinions. I should say generally what is true of most of the noble men I have known, that he had no religion to speak of. For all dogmas and cant and mere profession, he felt and expressed supreme contempt. But for all earnest convictions, however differing from his own, the largest charity; and for practical life in the steps of the Divine Master, unbounded reverence. Upon the great problems of life, death, and immortality, he looked with anxiety and awe, but with humble hope and trust. In a letter of his, before quoted, he says: "Oh for the soothing and blessed hope of reunion beyond the grave. Why cannot we two mourning fathers enjoy this full faith and assurance without the damning doubt? I vainly hope against hope, and cling desperately to the best reason in favor of immortality,—the existence within us all of—

> 'This pleasing hope, this fond desire,
> This longing after immortality.'

Can God have created it within our hearts merely to cheat and disappoint us? No. Let us, then, hope for reunion of the loved and lost ones."

If impressions unfavorable to Dr. Howe's religious nature should be formed from these unreserved expressions of his in regard to the questions which more or less disturb all thoughtful minds, I appeal to a life full of heroic Christian virtues. I appeal also to his daily life among the unfortunate objects of his care. During his whole connection with the Institution for the Blind, he conducted personally every morning, when his health permitted, the religious exercises in the chapel of the Institution. He, if ever man, deserved the blessing of our Great Exemplar, "Inasmuch as ye have done it unto one of the least of these my brethren ye have done it unto me." Surely he could confidently commit the keeping of his soul to his Heavenly Father in well-doing as unto a faithful Creator.

Dr. Howe's circle of acquaintances was very large. For more than a quarter of a century his quiet back office in Bromfield Street was the

resort not only of sufferers and the friends of sufferers from "every ill that flesh is heir to," but of the noble men and women of Massachusetts and the world. There were originated, discussed, and put into the way of execution most of the philanthropic enterprises that had for their object the amelioration of the woes or redress of the wrongs of humanity, and which in their operation have been an honor to Massachusetts and a blessing to the world. Of friends in the true sense of the word, to whom he gave his full trust and confidence, he had, I think, but few.

"But those he had, and their adoption tried,
He grappled to his soul with hoops of steel."

And all such, the longer they knew him, were more and more impressed with his fidelity to his convictions of truth and duty, his single-hearted consecration to the welfare of others, and his rare self-forgetfulness,—I do not mean unselfishness merely, but an entire unconsciousness of any special services he had rendered or could render to the world.

I never knew him hardly to refer to, certainly never voluntarily to relate, any of the heroic or benevolent deeds of his life. When with him during his periods of suffering, I sometimes tried to divert him, by referring to some of the stirring incidents of the past; and only last summer I thus induced him to describe his expedition in aid of the Polish refugees in the presence of one of his daughters, who, I think, heard it then for the first time from his own lips. Of all the great and good men whom I have known, John A. Andrew was the only one who seemed so unconscious that his own agency was of the slightest importance to the work in which he was engaged; and yet both devoted themselves to their work with as much earnestness and zeal as if they felt that the result depended entirely upon their own personal efforts. Duty was theirs; results were with God.

"Lives of great men all remind us
We may make our lives sublime!"

Mann, Parker, Andrew, Sumner, Howe! When has been granted to one generation the inspiration of five such men? To the age which they lighted up and led, each has left an imperishable record of "noble ends by noble means attained." To us who knew and loved them, they have left precious memories and immortal hopes.

Rev. Charles T. Brooks, of Newport, R. I., next recited his poem.

MR. BROOKS'S POEM.

At evening, in an Alpine vale
I watched the mountains summit white
Flame rosy red, then slowly pale
Before the deepening shades of night.

When, from the waning face of day,
The last faint shadow of a flush
Behind the mountains died away,
There fell a momentary hush.

Then suddenly a thrill of awe
Rang through the silent vale—for lo!
That spectral mountain chain I saw
Lit with a preternatural glow;

As if, behind that wall of snow,
The sunken sun were shining through,
And smiling to the world below
One more last heavenly adieu!

Who that has seen those evening shows
Their look and voice can e'er forget?
Can the pure world that then arose
On the soul's vision ever set?

Though death's pale mountains hide the sun
Of noble lives from mortal eyes,
Oh, deem not then *their* day is done!
They sank in higher heavens to rise!

As through life's twilight vale we go,
Time's pilgrims in this earthly land,
Transpierced by that undying glow,
How bright those shadowy mountains stand!

The boundary-hills are they that rise
And, looking on our earthly night,
Veil and reveal to mortal eyes
The land of everlasting light.

Nay, guardian shades of mighty dead,
A cloud of witnesses for God
Are they that watch the road we tread
Which their ascending spirits trod.

A cloud of shining ones—a band
Arrayed in raiment white as snow,
Transfiguring all this evening land
With a prophetic morning-glow.

Such bright and blessed visions cheer
Our hearts, who here love's tribute pay;
Through memory's sunset clouds shine clear,
Red omens of a heavenly day!

Peace from the soul's bright track comes down
  Like evening starlight on the vale;
We see the victor's starry crown,
  And say, Farewell, Farewell and Hail!

We feel a void which none can fill
  But He who filled that soul with light;
In Him we know it lives, and still
  Shall work e'en here with kindling might.

"The spirit of the Lord"—so spake
  His genius—"hath anointed me
With power the prison-doors to break,
  And set the darkened captives free."

So speaks the record of a life
  Whose breath was freedom, love, and truth;
That kept in manhood's toil and strife
  The freshness and the fire of youth.

True follower of the Son of Man,
  The Captain of Salvation,—he
Fought ever foremost in the van,
  Battling for light and liberty.

But chiefly in the field,—how blest!
  Where Genius works with Goodness,—where
Peace hath her victories,—with zest
  Of tireless love, he labored there.

He gave—with what a keen delight!—
  Eyes to the *fingers* of the blind,
To *feel* their way with inner light
  Along the sunny hills of mind.

And as a pilgrim of the night,
  Groping his darksome way forlorn,
Shows on his kindling cheeks the light
  Reflected from the breaking morn,—

So, as along the raised highway
  Their eager fingers hurried on,
How o'er each sightless face the ray
  Of joy—an inner sunrise—shone!

Nay, was there one who seemed by fate
  Cut off from converse with her kind,
Death's liberating hand to wait
  In threefold walls,—deaf, dumb, and blind,—

E'en there his patient love could find,
By the fine thread of touch, a way
To guide the groping, struggling mind
From its dark labyrinth into day.

All these now mourn for him, as they
That sorrow when a father dies;
A deeper shadow clouds *their* day,
A sun has vanished from their skies!

For now his eyes are sealed!—but when
They meet him in the home on high,
The shepherd and his flock shall then
See face to face and eye to eye.

Mr. Brooks was followed by Mr. Hale, who spoke of Dr. Howe in his relations to Boston, the city of his birth, affection, and life-long residence.

REMARKS OF REV. EDWARD EVERETT HALE.

It is such music as that, Mr. Chairman (referring to music which had just been sung by pupils in the Perkins Institution for the Blind), it is such harmonies and melodies as these, that are the true offering on this occasion; that make this an age that one is grateful that he was born in, and makes this a town that he is proud that he lives in.

We are here coming and going, and looking back into the histories and celebrating these centennial events, as we have noticed the 19th of April and the 17th of June, and as we are going to celebrate the 17th of March. But what was the good of these victories one hundred years ago, if there had come after them no Boston of which we were proud, and no century which we should look back upon gratefully? Do you remember, ladies and gentlemen,—does it occur to you to think, while we are celebrating these events, while we are going back to memories of the Port Act, while we are recalling the Declaration of Independence,—does it occur to you to think that there are large circles in the civilized world, that there are large bodies of men and women, as cultivated as you are, who never heard of the destruction of the tea, who know nothing of the name of Bunker Hill, who are perfectly careless of these local events in your history; to whom the distinction of Boston is that Boston is, for instance, the place that Agassiz chose for his home, that it is the place whose hospitals first tested the invention of ether, and, most of all, that it is the place where the great secrets of mind and heart and soul were made clear, when light was given to the eyes of Laura Bridgman, and, shall I not say, a voice to her tongue? She sits here the silent orator of this occasion. Can I not say that it is he who first gave to her the power to look out upon this fitly cheerful audience, to see these beautiful lilies,—that it is he who first taught those ears to listen to these stumbling words of our gratitude,—that it is he who speaks through her to-day?

I hope there is some young man,—I hope there is some young woman, who hears me, who may be tempted by the sight of that face, who may be tempted by the sound of this music, to ask whether there is not better ambition and better success before men and women than the success of fashion or the ambition of wealth and of power. And, boys and girls, and men and women, that is the lesson that he is teaching you from these still lips of his to-day, and that he will be teaching you, year after year, and century after century, when other reputations have died away, and only such reputations as his remain,—the reputations of faith and hope and love, which abide and continue forever.

This is the man who, through the course of his life, which has been so well described to you,—this is the man, let me say it seriously, who redeemed that word "philanthropist" from the scorn which was falling upon it, and which I have half a right to say it deserved. The impression that the word philanthropist gives even now, in half the civilized world, is of a person with long hair, who talks of something about which he knows nothing. And this man, with his practical ability, with his knowledge of men, with this catholicity of which Dr. Hedge has spoken so well, able to use everybody just as far as his purpose went, perfectly unmindful of reputation,—he made himself of no reputation,—he took upon himself the form of a servant,—this man has redeemed that word of words from such base sneers, and placed it where it belongs. If he led every man and woman, sooner or later, to take his view of any one of our charitable systems, it was because he did not speak and act without studying to the bottom the whole subject he dealt with. He would study both sides, and make himself its master. Men had to lead where such a man directed.

I am old enough to remember—and I see many persons who are old enough to remember—the stimulus which he gave to this whole community in that first great movement which has been so well described by Governor Bullock; which was, I say, the first, and, because the first, I may well say the noblest, of our great public institutions of charity,—the Perkins Institution for the Blind. It is worth remembering and going back to, the droll way in which, as if by magic, all the classes in the community were called up together to act together, all of them shoulder to shoulder, all of them side by side, touching elbows, as the soldiers say, determined that this thing should be done,—people who had never moved together before, who did not know each other, and who did not know they could unite till he united them.

And that was an illustration of the manner in which he was used to work,—always afterward so identified with the fair fame of this city of ours, starting into action people who did not know they could do anything in this cause, but who at his side found they were also poets and enthusiasts and leaders. His entire indifference to his own personal reputation was so great, as has been suggested here, and the simple way in which he performed the work that he had to do was such, that I really believe half of this audience,—loving him as you do, and sympathizing with him as you do,—I believe that half the people here have no adequate idea of what was the daily work and the daily duty of this great man.

Let me speak for a single moment only of his work, at the head (as he was for so many years) of the Board of State Charities.

There are not half the people to whom I am speaking who know what the Board of State Charities is, and what it does. When Governor Andrew called him to that Board, almost immediately he took his place as the leader, the chairman, and many of its valuable reports came to us from his pen. In the first of these he wrote down the eight principles for public charities,—eight simple rules which should be written in letters of gold over every bureau of relief, over every board of charities and eleemosynary institution. There was in them that which met the demands of a great organization; there was in them that which turned men from what would lead them to run in ruts; there was in them that which met the dangers which tend to make us build up institutions and forget why we built them up, which make us build great hospitals, forgetful of the sick, and make great organizations for the relief of the poor, forgetful of the poor who are to be relieved.

These eight great rules of his will be perhaps inscribed upon his monument; if not inscribed there, they will be handed down from generation to generation by active and practical men as an illustration of the way in which it has happened that in ten years of the *régime* of that Board, led as he knew how to lead it, the pauperism of Massachusetts has steadily decreased, while the population of Massachusetts has steadily enlarged; a victory which has been won, I think, nowhere else in this world of God.

They say of an agriculturist who made two blades of grass grow where one grew before, that he called another England out of the deep, so many happy homes and so many cheerful lives. But think how much greater a victory to have called from the very depths of the unknown, to have called from the desert of mind,—from the desert of the impossible, as all but men of genius would say,—so many self-supporting men, so many who would else have been exiled or sunk back in the mere companionship of their homes,—to have called from the village poor-houses those whose names were legion, they were so many, so that to-day they sit clothed and happy in possession of their own right minds; for nearly fifty years of such work to have been calling up from the very depths of misery those who sit before you to-day so cheerful and happy and strong in their ability to meet life, with all the rights of promotion before them, as are these whom you are so fortunate as to look upon and to hear to-day.

Well, people wonder how one man brings so much to pass. Of course we do not mean this man stepped out alone, and was unattended,—a Hercules who had so many labors to go through. We know perfectly well that he acted, and knew he acted, in the course of that infinite and blessed Providence which means that this world shall always be better to-day than it was yesterday. In the providence of that God, to whom modern criticism has given the name of the "Power that always works for righteousness,"—in the providence of that Power which always works for righteousness, he entered in and determined that he would work with God, and not against him; he would work with all those children of God who consecrated themselves in such endeavor. And may I not say here,

he had that great alliance of that noble woman among women, who, in all the study of the rights of woman, knew that the first right of woman is to share in every quiver of her husband's work, and enjoy through life, without dividing, every leaf of his laurels.

I think we have all been glad, I think nobody that knew him could but have been glad, that this afternoon has been so cheerful; that the sun has shone in above us, and that we have been not disinclined even to laughter as we sat here. He smiles with us as we meet together here; he enjoys this cheerfulness as he always enjoyed it. The victory he looked for was not one to be clothed in mourning. He would be as grateful as we are, that there are no artificial signs of manufactured sorrow in or upon these walls. Let us hope that we have seen them there for the last time. He knew, as well as we know, that this Christian civilization of Massachusetts is always on trial; he knew, as well as we know, that it is to be tried, as everything else is to be tried, by its fruits. "By their fruits shall men know them." Yes, and there are coming up to us to-day from this desert,—from that dark place,—there are coming up to us this messenger and that messenger to inquire about this Christian civilization of ours here, whether it is what was promised, whether it is what was expected. Is this that which should come, or are we to look for another? Yes, and the answer is the same answer that it always is: "Go tell your master the things that you have seen and heard; the blind receive their sight, the deaf receive their ears, the lepers are clothed, yea, even the dead are waked to life, and to the poor the gospel of good tidings, of hope, and joy, is everywhere proclaimed."

You ask for his epitaph. It is a very simple epitaph. He found idiots chattering, taunted, and ridiculed by each village fool, and he left them cheerful and happy. He found the insane shut up in their wretched cells, miserable, starving, cold, and dying, and he left them happy, hopeful, and brave. He found the blind sitting in darkness, and he left them glad in the sunshine of the love of God.

Dr. Edward M. Gallaudet, President of the College for Deaf-Mutes at Washington, and a son of Dr. T. H. Gallaudet, who founded the American Asylum for Deaf-Mutes at Hartford, had been requested to speak concerning Dr. Howe's education of Laura Bridgman. He did so as follows:—

REMARKS OF DR. GALLAUDET.

When we attempt to estimate with precision the work accomplished in the education of Laura Bridgman, we encounter an insurmountable obstacle at the very threshold of our investigations. We cannot by any mental effort divest ourselves, even for a moment, of the accumulated life-time impressions we have received through the avenues which are closed to the blind deaf-mute. We cannot put ourselves in her place; and hence it is as impossible for us who see and hear to form any just conception of even her present *psychical* condition, as it is for her to

understand the phenomena of hearing or of vision. And if we go back to the time when she was untaught, "built up, as it were, in a marble cell, impervious to any ray of light or particle of sound; with her poor, white hand peeping through a chink in the wall, beckoning to some good man for help that an immortal soul might be awakened," we find the difficulty of comprehending her intellectual and spiritual condition increased. We are forced to acknowledge that we can only approximate to an understanding of the beginning, progress, and end of her education.

This does not, however, hinder our perceiving that a near approach to the miraculous was made by Dr. Howe, when he caused the deeply hidden germ of Laura Bridgman's mind to grow into conscious intelligence, to put forth the leaf of expression, the blossom of original thought, and to yield the rich fruitage of moral accountability.

Dr. Carpenter, in treating of the dependence of mental activity on the senses, says: "If it were possible for a human being to come into the world with a brain perfectly prepared to be the instrument of psychical operations, but with *all* the inlets of sense-impressions closed, we have every reason to believe that the mind would remain dormant, like a seed buried deep in the earth." In such a case as this, nothing less than a miracle, which might open one, at least, of the closed avenues, or an act of creation which should impart a sense other than those given to mankind, could avail to set free the imprisoned mind. And when but a single sense remains, through which the faculty of language may by any possibility be brought into exercise, the results attained surely fall little short of the miraculous.

Dr. Howe's success in this achievement, the most widely heralded, and undoubtedly the most brilliant of his life, was the result of a happy combination of genius and ingenuity. It was genius that convinced him of the feasibility of the undertaking; it was through ingenuity in the application of methods, and in resorting to various devices, that the inspiration of his genius was realized.

Time does not suffer us, on this occasion, to detail the manner of Laura Bridgman's education. It will be interesting, however, to hear in Dr. Howe's own words how the first step was taken.

"I selected short monosyllables, so that the sign which she was to learn might be as simple as possible. I placed before her, on the table, a pen and a pin, and then making her take notice of the fingers of one of my hands, I placed them in the three positions used as signs of the manual alphabet of deaf-mutes for the letters *p-e-n*, and made her feel of them over and over again many times, so that they might be associated together in her mind. I did the same with the pin, and repeated it scores of times. She at last perceived that the signs were complex, and that the middle sign of the one, that is, the *e*, differed from the middle sign of the other, that is, *i*. This was the first step gained. This process was repeated over and over hundreds of times, until finally the association was established in her mind between the sign composed of three signs and expressed by three positions of my fingers and the article itself, so that when I held up the pen to her she would make the complex sign; and when I made

the complex sign on my fingers, she would triumphantly pick up the pen and hold it up before me, as much as to say, 'This is what you want.'

"Then the same process was gone over with the pin, until the association in her mind was intimate and complete between the two articles and the complex positions of the fingers. She had thus learned two arbitrary signs, or the names of two different things. She seemed conscious of having understood and done what I wanted, for she smiled, while I exclaimed inwardly and triumphantly, '*Eureka! Eureka!*' I now felt that the first step had been taken successfully, and that this was the only really difficult one, because by continuing the same process by which she had become enabled to distinguish two articles by two arbitrary signs, she could go on and learn to express in signs two thousand, and finally, the forty and odd thousand signs or words in the English language."

The case of Oliver Caswell, the second blind deaf-mute who came under Dr. Howe's instruction, proved nothing that had not been elicited in the training of his sister in misfortune, beyond the fact that the success in her case did not depend on the unusual intellectual activity she seemed to possess. Caswell's mind was sluggish and his progress less rapid than that of Miss Bridgman, but he reached a level of intellectual and moral development which fully compensated for the labor bestowed, and which was sufficiently high to encourage the teaching of other blind deaf-mutes in our own country as well as in Europe.

And here we are reminded of the indirect results of Dr. Howe's work in the education of Laura Bridgman, these being of much greater importance and benefit to the world at large than the mere disenthralment of a single imprisoned mind. Who can measure the effect of the recital of Laura's thrilling story as an example of success in the face of giant difficulties? Told in all the languages of Christendom, it cannot fail to have stimulated the flagging energies of hundreds of those who must ever strive against obstacles and opposition, the inventors and reformers of the world. And to those who neither invent nor reform, but in whose hands is placed the most important and honorable work society can devolve upon any of its members, that of educating the young,—to the teachers of our day and generation, patient and oftentimes weary sowers of seed and toilers in virgin soil,—the story of the blind deaf-mute comes like a breeze from the mountain-top. As they read of barriers broken down, obstacles surmounted, difficulties overcome by the energy, patience, and ingenuity of him in whose honor we are here assembled, their own discouragements sink into insignificance, their hearts and hands are cheered and nerved by that subtle but mighty influence of example, than which no power more potent for good or for evil has ever moved mankind.

And if we may thus speak of the encouraging effect of Laura Bridgman's story on instructors in general, what shall we say of its force with those who essay what is, perhaps, the most difficult of all educational tasks, that of imparting to the congenitally deaf the power of vocal utterance?

And this brings us to speak of an important feature of Dr. Howe's life-work, which would probably have never engaged his attention but for the interest excited in deaf-mutes by what he did for those whose misfortunes included more than deaf-mutism. We refer to his labors to secure the

establishment of schools for the deaf and dumb, where articulation might be taught. Whatever difference of opinion may exist as to the proportion of deaf-mutes capable of success in articulation, it is now universally admitted by teachers of the deaf and dumb in this country, that a percentage sufficiently large to warrant the maintenance of special classes and schools can be taught to speak well. And this view is entertained by many who once held the contrary.

In Dr. Howe, the cause of articulation in America had one of its earliest and warmest supporters. It is probably not surpassing the truth to say that, in the absence of his efforts in this direction, the happy results now witnessed at Northampton and in this city would have been postponed, perhaps for many years. Through the medium of official reports as chairman of the Board of State Charities, through the public press, in private circles, and before legislative committees, Dr. Howe's advocacy of articulation schools in Massachusetts was long continued and earnest. The success attending these endeavors was hastened by a very interesting circumstance growing out of the instruction of Laura Bridgman, which deserves to be mentioned in this connection.

In the long and sometimes tedious labor of Miss Bridgman's education, extending through a period of twenty years, Dr. Howe had the assistance of several ladies, among whom was Miss Eliza A. Rogers; and it followed as almost a natural consequence, when a younger sister of this lady turned her attention to teaching, that she should be interested in those who needed special training. And so it came about that Miss Harriet B. Rogers, the accomplished Principal of the Clarke Institution for Deaf-Mutes at Northampton, was led to a work the success of which has inscribed her name on the rolls of history as a pioneer in a great and philanthropic cause.

In reviewing that portion of Dr. Howe's life-work, the discussion of which has been allotted to the present speaker, we cannot fail to recognize the existence of that combative disposition which marks other phases of his career. He rejoiced in the presence of difficulties. His spirit rose in the face of opposition. While he was not unwilling to discharge in the line of duty the common-place, straightforward tasks of life, he was more in his element when antagonistic forces were marshalled against him. Then his soldierly nature manifested itself, and he was not long in becoming master of the situation. In his work for Laura Bridgman, it was the single, hand-to-hand conflict, with the odds greatly against him. And how truly the effort for the establishment of articulating schools for the deaf and dumb in this State was a hard-fought campaign, many who are here present well remember.

Native bards have fitly sung the praises of him who is the subject of our homage. But their words are hardly more appropriate than are those of one of our mother land, when he asked and answered a question that is in many minds to-day.

> "Who is the happy warrior? Who is he
> Whom every man in arms should wish to be?

It is the generous spirit, who, when brought
Among the tasks of real life, hath wrought
Upon the plan that pleased his childish thought;
Whose high endeavors are an inward light
That makes the path before him always bright;
And who, if he be called upon to face
Some awful moment to which Heaven has joined
Great issues, good or bad for human kind,
Is happy as a lover; and attired
With sudden brightness like a man inspired.
'Tis, finally, the man, who, lifted high,
Conspicuous object in a nation's eye;
Who, not content that former worth stand fast,
Looks forward, persevering to the last:
Finds comfort in himself and in his cause;
And while the mortal mist is gathering, draws
His breath in confidence of Heaven's applause."

The closing address was by Thomas Wentworth Higginson, who had long been associated with Dr. Howe in labors for the anti-slavery cause.

REMARKS OF COLONEL HIGGINSON.

In rising to speak, at this late hour of the afternoon, on the anti-slavery career of our friend, I own myself to be profoundly impressed by the fact that I have to portray Dr. Howe in an aspect quite different from any described by the previous speakers. In all the great services of which others have spoken, he was either sustained by the public sentiment immediately around him, or else was but little in advance of it. I have to speak of him as he appeared when diametrically opposed to it, and when he was compelled to become for the time a violator of law even in his own city, that he might be true to liberty. I might hesitate to dwell upon such an attitude of defiance, especially when speaking on a platform occupied by so many governors, but that the time described seems very far away. It was before our Red Sea had been crossed. The war has banished the memories of that period into an inconceivable remoteness; but there were times when truth was called treason, and when a man who spoke it might find a rope round his neck, even in Boston. We must remember that men with ropes round their necks do not always find it easy to be tolerant.

An eminent abolitionist has lately told me that on visiting Dr. Howe soon after his marriage,—which took place in 1843,—Dr. Howe said that in his opinion some movement of actual force would yet have to be made against slavery, and that but for the new duties he had assumed by his marriage, he should very likely undertake some such enterprise himself. His whole anti-slavery career was predicted in those words. They showed him as he was, a perfectly chivalrous spirit, working under the limitations of many duties and cares.

This remark must have been made about 1844. It does not appear that he then enrolled himself in any public way among abolitionists. I do not even find his name in the list of the Massachusetts State Texas

Committee, formed in October, 1845; but at the first fugitive slave case, he stepped at once to the very front. Many here may remember the magnificent meeting held at Faneuil Hall, Sept. 24, 1846, "to consider the recent case of kidnapping on our soil,"—the returning of a nameless slave by a Boston merchant who shall also be nameless here. John Quincy Adams presided at that meeting, he being then in his 80th year, and saying that if he had but one day to live he would use it to be there. Dr. Howe called the meeting to order, and organized the whole, the letters of invited guests being addressed to him. He also made the opening speech, a speech of which every sentence was a sword-thrust. John A. Andrew, then a young lawyer, read the resolutions; Sumner, Charles Francis Adams, and the two Phillipses, spoke; and a Vigilance Committee of forty was finally chosen, with Dr. Howe for Chairman. That Vigilance Committee, afterward enlarged, continued in existence through all the fugitive-slave period; and the history of Boston will be incomplete until the records of that committee are published.

Dr. Howe was nominated for Congress that same year against Mr. Winthrop; but he was defeated, and his main services lay out of politics. The fugitive-slave period in Massachusetts differed from any revolutionary period before or since in this, that it fell in a time of awkward transition from physical to spiritual weapons; and while the air was full of revolution, almost all the revolutionists were hampered by reverence for law, or else by non-resistance. Almost all the Garrisonian abolitionists were non-combatants on principle; and the voting abolitionists had a controlling desire to keep within the law. Even Theodore Parker, who stood between these two classes, wished people to rescue slaves "with only the arms their mother gave them." The result was, that among all the anti-slavery men in Boston, there were hardly a dozen who had quite made up their minds to fight. Of that small number, it is needless to say that Dr. Howe was one. Six weeks in a Prussian prison were as good as a liberal education in the way of bearing arms.

One of the most remarkable meetings held in Boston, in those days, was one which occurred at the Tremont Temple during the Sims case, April 9, 1851. Horace Mann consented to preside on condition that the meeting should be pledged to strictly legal measures; but Dr. Howe, who regretted this scrupulousness, planned to have the evening meeting unrestricted. Unluckily the material of the afternoon meeting was by far the more fiery. After one speech in especial, as Dr. Howe afterwards said, "the country was at the verge of a revolution," for which I think he himself was ready; but the next speaker threw cold water on it, the excitement passed, the evening meeting was tame, and nothing was done. A plan of rescue was afterward formed, but was defeated by putting up a grating at the window of Sims's cell.

Three years later came the Burns affair. During the interval, or part of it, Dr. Howe had been editing the "Commonwealth"; the coalition party had been successful in the State, and the public mind had been a good deal educated. Still, when a meeting of the Vigilance Committee was held, on the day of the riot, May 26, 1854, it was found impossible to collect even twenty names pledged to physical resistance under any single

leader, and even after a stirring speech by Dr. Howe, it ended in appointing only an Executive Committee of six men, afterward increased to seven. Napoleon said that there was but one thing worse for an army than a bad general, and that was, two good generals. We had seven! It was worse, in that respect, than Bull Run.

The time has hardly yet come to tell the story of the attempted rescue of Anthony Burns, of which all the printed accounts are thus far incomplete or inaccurate. All that need be said of it, is, that it was one of the best plots that ever failed; and was somewhat carefully planned, considering the shortness of the time and the admitted hopelessness of all other projects. Dr. Howe was understood to assent to it, but probably misinterpreted it. At any rate, he was on the platform at the farther end of Faneuil Hall,—not provided, as now, with a private entrance; the hall was so crowded, that it was almost impossible to get in or out; the signal agreed upon was not recognized; and though Dr. Howe made the best of his way through the crowd to Court Square, all was over when he arrived. Had he but reached there in time, and got a fair hold upon the beam that broke in the court-house door, it is quite possible that the attack might have succeeded. The United States Marshal said that his force was so taken by surprise, that thirty men could have rescued Burns; and Dr. Howe's personal presence and magnetism ought to have been good for twenty.

After the fugitive-slave cases, the seat of anti-slavery excitement was transferred for a time to Kansas. Before the civil war began, Dr. Howe was (in 1854) one of the original corporators in the Emigrant Aid Society, by which it was hoped to secure that territory peaceably to freedom. Then came a time, in 1856, when that proved impossible, and as you may read in Theodore Parker's letters, "Dr. Howe and others raised $5,000 one day last week to buy Sharpe's rifles." Parties were then organized—still emigrant parties, but armed by the organizing committees—in Boston and Worcester. When the Missouri River was blocked up by the "border ruffians," as they were called, and one of the first parties was turned back, Dr. Howe went to St. Louis to meet them, and to reorganize the scattered forces. Through all that struggle, no Eastern man, save George Stearns,—God bless his memory!—did more to save Kansas to freedom than he. I think the State Kansas Committee was organized at the Blind Asylum office on Broomfield Street. Almost every one who came in or out of that office was blind; but Dr. Howe's keen sight restored the balance, for he could see beyond the Missouri.

The next anti-slavery milestone was when, in 1858, John Brown came eastward. A keen thinker has said, that every path on earth may lead to the dwelling of a hero; and of course the track was plain enough between John Brown's door and that of Dr. Howe. Few, if any, knew Capt. Brown's plans in full detail; but the project of a slave stampede on a large scale was quite in Dr. Howe's line, and he, with others, entered into it cordially. Then came the betrayal by Hugh Forbes, which so disturbed John Brown's Eastern friends, that his "marching on" was delayed for more than a year; a delay approved neither by Brown himself nor Dr. Howe, but accepted as inevitable by both. After the failure of the

Harper's Ferry attempt, Dr. Howe left the United States for a short time, —needlessly, as he afterward thought,—and was afterward examined at Washington before a Congressional Committee, but with no result. There was some difference of opinion among John Brown's friends as to their duty after his death; but Dr. Howe was never much troubled by the necessity of satisfying the consciences of others, if he could only satisfy his own.

A year or more later, I remember him as aiding, in this very hall, and the neighboring streets, to ward off danger from Wendell Phillips, during a series of riotous days. Again, on the very day after the attack on our troops in Baltimore, he threw himself with his old heartiness into a project formed among us, of taking a hint from John Brown and putting a guerilla party instantly into Virginia, thus saving Washington by kindling a back fire. The steps promptly taken in recruiting troops prevented this project from being carried farther, but it was precisely the scheme to suit Dr. Howe. His services during the civil war itself, I leave to others.

His anti-slavery life was, in short, that of a man of chivalrous nature, with a constitutional love for freedom and for daring enterprises, taking more interest in action than in mere agitation, and having, moreover, other fields of usefulness which divided his zeal. With a peculiarly direct and thrilling sort of eloquence, and a style of singular condensation and power, abrupt, almost impetuous,—like a sword with no ornament but the dents upon the blade,—he yet knew that the chief end of life is action, and not thought. With all his intellectual accomplishments, he would, as Thoreau said of John Brown, "have left a Greek accent slanting the wrong way, and righted up a fallen man."

And a greater than Thoreau had said, in words that have been thrilling through my heart all the afternoon, as illustrative of Dr. Howe, "What forests of laurel we bring, and the tears of mankind, to those who stood firm against the opinion of their contemporaries!" The tears of mankind are his, at any rate. While Laura Bridgman's name is remembered, they will never cease to flow. But his noblest laurels spring from this,—and his most heroic example is given in this,—that he was able, in time of need, to stand firm against the opinions of the society by which he was surrounded.

CORRESPONDENCE OF THE COMMITTEE.

The following letters were sent to the Committee, in response to invitations to take part in the Memorial Services:—

LETTER FROM WILLIAM C. BRYANT.

NEW YORK, January 29, 1876.

DEAR SIR:—I cannot attend the meeting to be held in Boston to honor the memory of the late Samuel Gridley Howe; but I gladly avail myself of the opportunity, in answering the invitation of the Committee, to testify the high estimation in which I hold his character and services. If our grief for the departure of an eminent man is to be measured by the good which he was doing while he lived, the death of Dr. Howe should call forth expressions of the deepest sorrow. He was one whose whole life was dedicated to the service of his fellow-men. His detestation of wrong was shown in the part which he took in the successful struggle of the Greeks to throw off the yoke of their barbarian masters. His labors in the education of the blind, which only ceased with his life, will give him an eminent place in the history of what has been done to make amends to that unfortunate class for the deprivation of that sense which brings us the swiftest and most comprehensive notices of the outer world. His place is in that class with which Virgil, by a noble climax, closes his enumeration of the great and good who possess the Elysian fields,—a passage which has been thus translated:—

"Patriots were there in freedom's battle slain,
Priests, whose long lives were closed without a stain,
Bards worthy him who breathed the poet's mind,
Founders of arts that dignify mankind,
And lovers of our race, whose labors gave
Their names a memory that defies the grave."

I am, sir, faithfully yours,

W. C. BRYANT.

Hon. F. W. BIRD, *Chairman of Committee, etc.*

LETTER FROM F. B. SANBORN.

OFFICE OF THE BOARD OF STATE CHARITIES,
STATE HOUSE, BOSTON, February 7, 1876.

Hon. F. W. BIRD, *Chairman of the Howe Memorial Committee.*

DEAR SIR:—You have desired me to say something at the public services to-morrow in memory of our dear and noble old friend, with particular reference to his later connection with the public charities of Massachusetts as chairman of this Board, under whose general oversight they are. I cannot and ought not to undertake this, yet I may add my word by letter to the many that will be spoken in Dr. Howe's honor. No man esteemed or loved him more, and I was for many years admitted to his confidence and intimacy, and specially so in regard to the public charities.

It may well be considered that his work as chairman of the Board of State Charities—a place which he held for nine years—was the crowning labor of his public life. He came to it after the civil war was ended, the slaves emancipated, and the institutions for whose upbuilding he had toiled so long, were firmly established, and were instructing the blind and the feeble-minded by the methods which he originated or adopted. He was therefore set free from the absorbing occupations of his youth and manhood, and had something like leisure on his hands. But to him leisure meant only the opportunity for new undertakings, and he therefore accepted readily the position for which his friend Governor Andrew designated him late in 1864. In October, 1865, he became, by the choice of his colleagues, chairman of the Board, and so continued until he declined a reëlection in 1874. He did not finally withdraw from the Board as a member until last June, when he began to give up all his public employments.

The genius of Dr. Howe soon found means to turn the theory and practice of public charity in Massachusetts in new directions, and to convert by gradual changes the existing policy of congregating the poor and the defective in large establishments, into the better and wiser policy of separation. In its full development, the system advocated by him requires the thorough classification and the diffusion among the people, so far as possible, of the exceptional classes with which public charity is compelled to deal. In practice, much yet remains to be done; but it would seem that his theory has become the prevailing one, not only in Massachusetts, but elsewhere, and it will no doubt find its complete development hereafter.

Of what was done by Dr. Howe, while chairman of the Board, to secure the better education of the deaf, I need not speak, for others will do justice to that. In whatever he undertook, and in all the detailed work of the Board, his courage, his enthusiasm, his faith in the future good of mankind, enabled him to overcome obstacles which other men had found insurmountable. Indeed, he used to define obstacles as "things to be overcome," and generally the result justified his definition. Happily combining theory and practice, insight and experience, the seeing eye and the helping hand, he was better fitted than any man of our time to

perceive and apply the laws—spiritual no less than economic—which govern and must amend the administration of public charity in Massachusetts.

Truly your friend,

F. B. SANBORN.

LETTER FROM DR. HENRY I. BOWDITCH.

BOSTON, January 27, 1876.

Messrs. F. W. BIRD and F. B. SANBORN.

GENTLEMEN:—It would be a real pleasure to me to speak of the qualities of our dear friend, Howe, if I could do so extemporaneously, adequately, and in appropriate terms. But that kind of public speech is not easy or natural to me. It is certain that I should mar any meeting I should attend for such a purpose. Heaven forbid that I should do aught that would offend the sensibilities of any one on an occasion like that which you propose to me.

With the exception of Garibaldi, I have always considered Samuel G. Howe as the *manliest* man it has been my fortune to meet in this world. The two are in my regard equal, and very similar in their traits of character. Both have been fearless of any personal danger in the fight; both have been intensely loyal to what they deemed the right; both have been always ready to throw themselves into the front ranks in defence of the weak and down-trodden; both at times impulsive in word and action, often to a fault, yet always commanding the respect even of opponents, because self seemed always subordinated to their ideas of justice and of truth.

Such men redeem our race and lift us all to a higher faith as to what human nature can do and become. When such men die, even comparative strangers have a sense of personal loss.

I know nothing more beautiful in history than the long, constant life of Dr. Howe. So fitted to shine in other spheres, and with tendencies so strong for the battle of life, yet he deliberately turns aside from all those paths which men of his calibre and character of mind most readily choose, and devotes himself for nearly half a century to the unfortunate and outcast. How much he has done for the blind, the deaf, and the poor idiot, we all know, and now gladly acknowledge. More than any one else in this century, he has brought these classes of our fellow-men within reach of our sympathy and coöperative action. We acknowledge with gratitude our debt due to him for thus bringing within our reach those who, without his introduction, would have yet remained comparatively unknown and suffering.

Indeed, gentlemen, I wish I could aid you in doing honor to the memory of such a man; but though I shall endeavor to be present at your meeting, I must decline to be there save as a listener.

I remain, very truly yours,

HENRY I. BOWDITCH.

RESOLUTIONS.

MASSACHUSETTS SCHOOL FOR IDIOTIC AND FEEBLE-MINDED YOUTH.

At a meeting of the Trustees of the Massachusetts School for Idiotic and Feeble-Minded Youth, called in consequence of the death of the late President, Dr. Samuel G. Howe, it was—

Resolved, That this School has peculiar reason to mourn for Dr. Howe. He was its founder, its benefactor, and its Superintendent from its foundation until his death, with the exception only of periods when he was absent from home. He originated the instruction of idiotic children, not only in this institution, but in this country, and the originality for which he was always remarkable, never appeared more strikingly than in the purpose and the methods of educating those who almost seemed to be beyond the reach of education. To them he gave his mind, his labor, and, for some years, his house, never seeking any other reward than that which is invisible, yet, we may add, imperishable.

The same generous spirit that had carried relief to those who suffered in foreign lands, and then returned to minister to suffering at home, entered with disciplined and ripened sympathy upon the restoration of these innocent sufferers, whose greatest deprivation was the want of love from those around them. Of all the infirmities to which our race is liable, idiocy was the latest in becoming the object of benevolent concern, and when Dr. Howe began to exert himself in its behalf, he stood almost alone. In this field of unselfish effort, sustained by religious principle, which appeared to grow more powerful with each succeeding labor which he assumed, he persevered unflinchingly against all difficulties, even against his own declining energies.

Here he won some of his best triumphs, far transcending his early deeds in arms, and even many of the charities with which he was more conspicuously associated.

The Greek and the Pole, the blind, the slave, and the prisoner have cause to bless his memory; but none have greater than the idiotic and the feeble-minded.

In thus expressing their respect for their departed President, the Trustees have wished especially to show the high honor in which they hold his labors for this School.

Resolved, That this action be communicated to Dr. Howe's family, with the assurance of the Trustees' personal sympathy.

PENNSYLVANIA INSTITUTION FOR THE BLIND.

At a meeting of the Managers of the Pennsylvania Institution for the Education of the Blind, the following preamble and resolutions were unanimously adopted:—

DR. SAMUEL GRIDLEY HOWE.—The death of this eminent philanthropist is an occasion of general sorrow. As a friend of the oppressed, the dependent, the feeble-minded, the deaf-mute, and the blind, he exhibited the heroic spirit of a champion of the afflicted, and their untiring friend through a long and active life.

But it was by his life-work in the education of the blind that he was most distinguished. If not, as was Haüy, the originator of the system of instruction by raised letters, he was the actual pioneer of the work in our own country, and the first Director of the institution in Boston.

He improved upon the plans that had been introduced, infused life and energy into the system of instruction, and was the first to introduce printing in the raised letters sufficient to supply the urgent necessities of their own and the institutions of the country which rapidly followed. The Bible and other valued books in raised print are monuments of his energy and success in this direction.

His indomitable perseverance and success in the apparently hopeless task of developing thought and mental life in the mind of *Laura Bridgman*, a young girl deaf, dumb, and blind, at once established his remarkable character.

A great philanthropist has fallen: and it is becoming that this institution should unite in the expressions of general regret. Be it therefore—

Resolved, That the Managers of the "Pennsylvania Institution for the Instruction of the Blind" regard the death of Samuel G. Howe, late Director of the "Perkins Institution and Massachusetts Asylum for the Blind," as a public loss, not only to his own State, but to the country at large, and more especially to the institutions for the blind, which are so largely indebted to his life-work in their behalf.

Resolved, That a copy of this preamble and resolution be transmitted to the Board of Managers of the Perkins Institution in Boston, and a copy also to his bereaved family.

A. S. ELWYN, *President.*

Extract from a letter of the venerable and high-minded Principal of the Pennsylvania Institution for the Blind, William Chapin, Esq., dated January 17, 1876:—

"The news of Dr. Howe's death filled me with painful surprise. A valuable life has passed away. He was the great pioneer in our work, and its acknowledged head. His reports are an important legacy to the institutions and their directors. Whether we came up to the measure of his ideas or not, they were always suggestive, and most of them sooner or later adopted. He will be greatly missed."

NEW YORK STATE INSTITUTION FOR THE BLIND.

RESOLUTIONS OF SYMPATHY.—At a meeting of the pupils of the New York State Institution for the Blind, held on Wednesday, January 12, 1876, the following resolutions were unanimously adopted:

WHEREAS, It has pleased God in his infinite wisdom to remove from your midst your revered Superintendent, Dr. Howe, a man so widely known and honored, one who was a zealous and faithful pioneer in the cause of the education of the blind, and who has been at the head of the New England Institution for nearly half a century:

Resolved, That we, the pupils of the New York State Institution, at Batavia, do hereby tender to you, the pupils of the Boston Institution, our heartfelt sympathy. Since we have so recently passed through the same experience, we can fully realize your great sorrow in this bereavement.

Resolved, That the blind, not only of our own, but of other countries, should ever cherish in grateful remembrance the memory of Dr. S. G. Howe, whose labors in our behalf have been instrumental in lessening the affliction, not only of those who have already enjoyed the advantages of an education, but of all who, in future years, are to become the recipients of the same blessing.

Resolved, That these resolutions be transmitted to the pupils of the Perkins Institution for the Blind, South Boston.

J. O. FITCH, MAY WINTERS,
S. L. CARR, ELLA DENNISON,
G W. FAIRBANKS, ALIDA KASTER,
Committee.

M. T. BLODGETT, *Secretary.*

PERKINS INSTITUTION FOR THE BLIND,
SOUTH BOSTON, January 28, 1876.

To the Pupils of the Batavia Institution.

We, the pupils of Perkins Institution, return our heartfelt thanks for the kind words of consolation and true sympathy expressed for us in your resolutions of January 12, in the loss of our beloved Superintendent, Dr. S. G. Howe. Feeling his loss most keenly, as he was intimately connected with us, we are assured that not only the blind, but the deaf and dumb, the feeble-minded, and the oppressed mourn with us, for his labors were not confined to our Institution, but in the words of our Whittier,—

"Wherever outraged Nature
Asks word or action brave,
Wherever struggles labor,
Wherever groans a slave,

Wherever rise the peoples,
Wherever sinks a throne,
The throbbing heart of freedom finds
An answer in his own."

To liberate the slave, "to give the dumb lip language, the idiot clay a mind," and to raise the blind to a position of independence and to social equality, were the problems Dr. Howe spent his noble life in solving. Now that his mission on earth is ended, we feel assured that he has passed to a higher and better life, where his love of usefulness will have free scope. Since it has pleased our Father in Heaven recently to call your Superintendent to himself, may not their meeting be emblematic of the union of our hearts in sympathy over a common bereavement.

Yours in affliction,

JOHN VARS,
GEORGE HART,
ARTHUR ANDREWS,
WM. SEVRANCE,
GEORGE JONES,
CLARA STOWELL,
ANNA CHAPIN,
DELLA JENNISON,
ALICE CLARK,
CLARA BILLINGS,
Committee.

LILLA GARSIDE, *Secretary.*

ILLINOIS INSTITUTION FOR THE BLIND.

JACKSONVILLE, ILL., January 20, 1876.

WHEREAS, Dr. Samuel G. Howe, of Boston, Mass, who departed this life on January 9, 1876, was distinguished as a patriot, a philanthropist, and philosopher; and

WHEREAS, as an educator in the department of specialties, he was among the first in inventing methods of instruction for the blind, an author and compiler of text-books for their use, as well as a teacher, for many years, and was also a personal and efficient laborer for the education of mutes and feeble-minded pupils. Therefore, be it—

Resolved, That we, the officers and teachers of the Illinois Institution for the Education of the Blind, recognize in his death the loss to the state of a valuable citizen, to humanity of a friend, to science of an ornament, to the unfortunate of a benefactor.

Resolved, That we, as educators, are benefited by his writings, and the example of his noble zeal in the work to which he devoted a long and earnest life.

Resolved, That in the prolongation of his useful life to such advanced age, devoted as it was, to the last, to the cause so near his heart, we recognize the goodness of that Providence that doeth all things well.

Resolved, That copies of these testimonials of respect and appreciation, be sent to his bereaved family, and to the Superintendent of the Perkins Institute, over which Dr. Howe so long presided.

F. W. PHILLIPS, *Superintendent.*

MISSOURI INSTITUTION FOR THE BLIND.

At a meeting of the pupils of the Missouri Institution for the Education of the Blind, assembled in the chapel of the institution, to

take action on the death of the distinguished Superintendent of the Perkins Institution for the Blind, Mr. Benjamin West was called to the chair, and Miss Alice Hill was appointed secretary.

On motion, a committee was appointed by the chair to draft resolutions expressive of the sorrow of the pupils of this Institution at the death of Dr. Samuel G. Howe.

After remarks by several pupils eulogistic of the great services of Dr. Howe in the cause of philanthropy, the committee presented the following resolutions for adoption:—

1st. *Resolved*, That in the death of Dr. Samuel G. Howe, the cause of philanthropy has lost one of its greatest and ablest advocates.

2d. *Resolved*, That passing over his services in aid of the Greeks in their struggle for liberty, his sympathy and counsel in furtherance of the efforts of the Poles to throw off the yoke of oppression, and viewing him only as the able and distinguished pioneer in the cause of the education of the blind, the deaf and dumb, and the feeble-minded, it may be truly said, that he stood preëminently at the head of all in giving shape and form to the best systems for the amelioration, education, and elevation in the scale of general intelligence of these classes.

3d. *Resolved*, That a copy of these proceedings be transmitted to the family of the deceased.

BENJ. WEST, *President.* ALICE V. HILL, *Secretary.*

ST. LOUIS, February 4, 1876.

MASSACHUSETTS SOCIETY FOR AIDING DISCHARGED CONVICTS.

At the first meeting of the Executive Committee of the Massachusetts Society for Aiding Discharged Convicts after the death of Dr. S. G. Howe, the late President of the Society, it was—

Resolved, That this Society shares in the regret so widely felt for the loss of the efficient and thoughtful service of Dr. Howe. He has been connected with the Society from an early period in its history, and has from that time taken an active interest in its efforts. His accurate knowledge of all subjects connected with prison discipline, his constant humanity, and his determination to relieve all real suffering practically, made him an invaluable officer in the line of duty belonging to this Society. We can ask for it no better success than that it may carry forward its work in his spirit.

CLARKE INSTITUTION FOR DEAF-MUTES.

NORTHAMPTON, January 12, 1876.

At a meeting of the Corporators of the Clarke Institution for Deaf-Mutes, held at the Institution January 11, 1876, the following resolution were unanimously adopted:—

Voted, That the services of Dr. Howe in the education of the deaf-mutes of New England during so many years of his philanthropic career deserve special mention by this Corporation, and may well be the subject of further commemoration at some future time.

MASSACHUSETTS GENERAL HOSPITAL.

At the annual meeting of the Corporation of the Massachusetts General Hospital, held February 2, 1876, the following preamble and resolution was unanimously adopted:—

The tributes which, from various sources, have been paid to the memory of Samuel G. Howe, our late lamented associate, have been such as to show very clearly that his character and the services which he rendered to society have made a very deep impression upon the community in which he was born and in which he resided for the greater part of his life. The members of this corporation desire to place upon their records their cordial assent to the truth and justice of these tributes, and their inability to suggest anything which would add to their fulness or strength. At the same time, they deem it due to themselves to say that, during the fifteen years of Dr. Howe's service as a trustee on the part of the Commonwealth in this institution, and, so far as he was able, amid his many other serious public duties, to attend to its interests, he displayed here the same physical and moral characteristics which distinguished him elsewhere,—an ardent and fearless spirit, an impregnable integrity, a noble purpose, a quick comprehension, a strong will, a persuasive elocution, and a gentlemanly and a modest demeanor.

Resolved, That this Corporation hold his memory in great regard and affection, and respectfully tender their sympathies to his family.

MASSACHUSETTS CLUB.

At a meeting of this Club, the following resolutions, presented through a committee, of which Mr. Samuel B. Noyes was chairman, were unanimously adopted:—

Resolved, That in the death of Samuel G. Howe, an accomplished scholar, a warm and enlightened patriot, a brave, self-sacrificing and progressive philanthropist, a citizen of Massachusetts who has shed a radiant lustre on her name, and a beloved member of this Association, whose counsels he guided and whose spirit he warmed and elevated, the country and the world have met with an irreparable loss for which humanity will always mourn.

Resolved, That this resolution be communicated to the family of Dr. Howe as a manifestation of the sorrow of his friends here, with whom he has been so long and so dearly connected.

Interesting and impressive remarks were made by ex-Governor Claflin, who presided, Estes Howe, John B. Alley, Samuel B.

Noyes, Dr. George B. Loring, Edgar J. Sherman, J. M. S. Williams, Charles W. Slack, Henry B. Blackwell, J. F. Manning, and others.

LETTER FROM THE GOVERNMENT OF GREECE.

The following letter in behalf of the government and the people of Greece was received by Mr. J. M. Rodocanachi, Greek consul in Boston:—

[Translated from the original Greek.]

OFFICE OF THE SECRETARY OF FOREIGN AFFAIRS,
ATHENS, February 19, 1876.

To the Consul of H. M. George I., King of the Greeks, in Boston:

SIR,—The death of Dr. Howe, one of the most ardent and distinguished philhellenes, whose name has been identified with the regeneration of Greece, caused not only to me but to all the members of the Greek government the most profound sorrow and emotion.

The same sentiment has been shared and manifested on this occasion by the press and people of Greece, who have thus borne a worthy testimony to the gratitude and appreciation which the country undoubtedly owes to the departed philhellene, old in years, but always young in fervor and enthusiasm.

Dr. Howe came to our country in his youth during the great struggle of 1821. Having then taken part in the conflict which gave freedom to our nation, he did not hesitate in his advanced age to revisit the soil of Greece during the Cretan struggle of 1866, returning, after an interval of forty years, to bring relief and comfort to the hungry and naked women and children of the heroic island.

For these reasons, entirely approving the graceful manner in which, at the funeral of the distinguished philhellene, you, as the official representative of Greece, gave expression to the national feeling for his death, we beg you to communicate more distinctly to his family the profound sorrow of the Greek government for the loss of so eminent a man, making known to them also the sympathy evinced by the people of Greece in the bereavement sustained by them.

A. A. KONTOSTAVLOS, *Secretary of Foreign Affairs.*

LETTER FROM JOHN G. PALFREY.

CAMBRIDGE, January 11, 1876.

DEAR MR. BIRD:—I received, yesterday, your invitation to be present on Thursday at the funeral services for our friend Dr. Howe. It is painful for me to have to say that the state of my health puts it out of my power. I am very much gratified that Mrs. Howe should think of me in connection with the sad solemnity.

The public, which will gratefully acknowledge Dr. Howe's great public services, will but imperfectly understand the grief which his departure will awaken in very many hearts. I am one of those who knew and

loved him through many years, and who, with the loss of the public benefactor, have to mourn that of the private friend.

I should be at a loss for words to express the admiration which I entertained for his character. It was the heroic character in rare perfection. As brave as the most daring soldier, he was as tender as the gentlest woman. Immovably well poised in his uprightness, he asked himself what in any case was the course of duty, and that course ascertained, he took it and pursued it without apprehension, without perturbation, without distraction, without passion. My own intimate acquaintance with him began at the time (thirty years ago) when thoughtful men at the North were alarmed by the proposal to extend slavery by the annexation of Texas. The excitement of the time was such that the part taken by those of whom he was one of the most active and conspicuous leaders involved serious annoyances and sacrifices. Never shrinking from any sacrifice, outspoken and uncompromising to the extent of what was demanded by the duty to be done, he was as serene as he was inflexible; no anger, no acrimony, broke the unselfish calmness of his course. As at that time opposition did not discourage, so at no time did applause elate him. Such supports as are derived from a consciousness of acting in the public view never seemed important to him. His undertakings for the oppressed in other countries,—in Greece, in Poland, in France, in Crete; his labors for numerous classes of the unfortunate,—for the blind, the prisoner, the pauper, the freedman, the infirm in understanding, beneficial as they were, were conducted under little observation, though for the relief of one seemingly hopeless combination of human distress, that of the absence at once of the powers of hearing and sight, he was the inventor of the process which will be a blessing to all time.

It is very seldom that the community has to mourn such a benefactor and example, or friends so precious a friend.

Pray take an opportunity when it will not be intrusion to assure Mrs. Howe of my profound sympathy.

Yours truly, dear sir,

JOHN G. PALFREY.

NOTE.

For the embossed books in Moon's alphabetic system, mentioned on page 56 of this Report, we are indebted to Sir Charles Lowther, who is one of the most generous friends of the blind in Great Britain.

PUBLIC DOCUMENT..... .....No. 27.

Stanford Univer
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26
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FORTY-SIXTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind.

FOR THE YEAR ENDING

SEPTEMBER 30, 1877.

BOSTON:
RAND, AVERY, & CO., PRINTERS TO THE COMMONWEALTH,
117 FRANKLIN STREET.
1878.

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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
BOSTON, October 11, 1877.

To the Hon. HENRY B. PEIRCE, *Secretary of State.*

DEAR SIR: — I have the honor to transmit to you, for the use of the legislature, a copy of the Forty-Sixth Annual Report of the Trustees of this Institution to the Corporation thereof.

Respectfully,

M. ANAGNOS,
Secretary.

OFFICERS OF THE CORPORATION.

1877-78.

President.

SAMUEL ELIOT.

Vice-President.

JOHN CUMMINGS.

Treasurer.

HENRY ENDICOTT.

Secretary.

M. ANAGNOS.

Board of Trustees.

ROBERT E. APTHORP.
EDWARD N. PERKINS.
JAMES STURGIS.
JOSEPH B. GLOVER.
GEORGE W. WALES.
SAMUEL G. SNELLING.
JOSIAH QUINCY.
HENRY LEE HIGGINSON.
JOHN S. DWIGHT.
FRANCIS BROOKS.
ANDREW P. PEABODY, D.D.
J. THEODORE HEARD, M. D.

Standing Committees.

MONTHLY VISITING COMMITTEE,

Whose duty it is to visit and inspect the Institution at least once in each month.

1878.	January	R. E. APTHORP.	1878.	July	A. P. PEABODY.
	February	FRANCIS BROOKS.		August	E. N. PERKINS.
	March	J. S. DWIGHT.		September	JOSIAH QUINCY.
	April	J. B. GLOVER.		October	S. G. SNELLING.
	May	J. T. HEARD.		November	JAMES STURGIS.
	June	H. L. HIGGINSON.		December	GEO. W. WALES.

COMMITTEE ON EDUCATION.

J. S. DWIGHT. A. P. PEABODY. JOSIAH QUINCY.

HOUSE COMMITTEE.

FRANCIS BROOKS. GEORGE W. WALES. EDWARD N. PERKINS.

COMMITTEE OF FINANCE.

JOSEPH B. GLOVER. JAMES STURGIS. ROBERT E. APTHORP.

COMMITTEE ON HEALTH.

J. THEODORE HEARD. EDWARD N. PERKINS.

AUDITORS OF ACCOUNTS.

SAMUEL G. SNELLING. ROBERT E. APTHORP.

OFFICERS OF THE INSTITUTION.

Director.

M. ANAGNOS.

Medical Inspector.

JOHN HOMANS, M.D.

School Department.

Miss M. L. P. Shattuck. | Miss Della Bennett.
Miss J. R. Gilman. | Miss Lida J. Parker.
Miss Julia Boylan. | Miss S. L. Bennett.

Miss Mary Moore.

Musical Department.

THOMAS REEVES, *Director.*

RESIDENT TEACHERS.

Frank H. Kilbourne. | Miss Freda Black.
Miss Lucy A. Hammond. | Miss Lizzie Riley.

Miss Arianna Carter, *Assistant.*

NON-RESIDENT PROFESSORS.

Geo. L. Osgood. Henry C. Brown. Ernest Weber.

MUSIC READERS.

Miss Alie S. Knapp. Miss K. M. Plummer. Miss M. L. Allen.

Tuning Department.

J. W. Smith, *Instructor and Manager.*

Industrial Department.

J. H. Wright, *Work Master.* | Miss A. J. Dillingham, *Work Mistress.*
Thomas Carroll, *Assistant.* | Miss H. Kellier, *Assistant.*

WORKSHOP FOR ADULTS.

A. W. Bowden, *Manager.* P. Morrill, *Foreman.*

Miss M. A. Dwelly, *Forewoman.*

Domestic Department.

A. W. Bowden, *Steward.*

Miss M. C. Moulton, *Matron.* Miss A. F. Cram, *Assistant Matron.*

HOUSEKEEPERS IN THE COTTAGES.

Mrs. M. C. Knowlton. | Miss Bessie Wood.
Miss A. J. Dillingham. | Miss L. N. Smith.

Miss E. B. Webster, . . . *Bookkeeper to the Institution.*
Miss E. M. Whittier . . . *Bookkeeper to the Work Department.*

Commonwealth of Massachusetts.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
BOSTON, Sept. 30, 1877.

To the Members of the Corporation:

GENTLEMEN, — We, the undersigned Trustees, have the honor to submit to you, and through you to the Executive of the Commonwealth and to the Legislature, the forty-sixth annual Report upon the affairs of the Institution.

This communication covers the financial year, ending Sept. 30, 1877, and includes all documents and information required by law and usage.

SYNOPSIS OF THE HISTORY OF THE PAST YEAR.

Since our last report, nothing has interfered with the onward progress of the Institution; but general prosperity has reigned in all its departments.

The quarterly reports of the Director made to our Board have set forth in detail the admissions and discharges. The present number of blind persons immediately connected with the Institution as pupils, instructors, and workmen or workwomen, is 162.

Although the past season has been marked in the neighborhood by the prevalence of fatal diseases, the health of the pupils has been very good. No death and no case of serious illness have occurred.

The sanitary arrangements of the Institution are in a very satisfactory condition. The supervision of the Medical Inspector, Dr. Homans, has been efficient and thorough. A plentiful supply of wholesome food, selected and prepared with due regard to the health of the inmates, has been furnished.

The year has been marked by an unusual degree of harmony and uninterrupted advancement.

The purpose of the Institution, which is solely to give to sightless children the same kind and degree of instruction as can be had in the best common schools for those who see, and to train them up to industry and to useful professions, has been steadily and successfully pursued.

The fidelity and cordial co-operation of the teachers and officers, and the comfort and happiness of the inmates, are subjects of heartfelt congratulation.

Commendable industry has prevailed in the various departments of the Institution, and yielded good fruits. The pupils have been generally obedient and orderly, and most of them have shown considerable earnestness in availing themselves of the educational advantages offered to them.

An annual examination of all the classes, held at the close of the term, was attended by most of the members of our Board; and we had occasion to observe that the school has been conducted with marked ability and success by the same young ladies who gave us suf-

ficient proof of their skill and fidelity as teachers the preceding term.

Such is, in brief, the history of the Institution during the past year. To put it in few words: Kindness and fidelity on the part of the officers; devotion and patient endeavor on the part of the teachers; cheerful obedience and studiousness on the part of the pupils, have characterized the school. As a consequence, peace and order have prevailed without any parade of rules and regulations; steady advancement has been made without undue stimulus; and discipline has been maintained without severity. In the cause of education, as in other benevolent enterprises, zeal, industry, purity of purpose, and readiness to profit by the teachings of experience, seldom fail of their reward.

Condition and Prospects of the Institution.

We take great pleasure in reporting that the Institution continues in a flourishing condition, and that it maintains its high character for usefulness. Its value as one of the most effective agencies for raising the blind in the social scale, is growing from year to year. Its capacity to do good is steadily increasing; and the comforts and conveniences which it affords are constantly multiplied. The methods of instruction employed in its several departments are of the most approved kind; and its system of education is faithfully carried out by a band of earnest workers.

Whatever improvements study or experience has developed, have been promptly introduced in our school; and its officers have not been behind the times

in devising means for securing to the pupils that degree of culture and enjoyment of which they may be capable.

The establishment has thus come to be well equipped and adequately supplied with most of the appliances and instrumentalities necessary to render the training of the blind energetic and efficient. The main object of all appointments and exercises is to develop and strengthen in the pupils those powers, from which is derived the true dignity of man, and to enable them to undertake successfully the duties and relations of practical life.

While the present condition and prospects of the Institution are such as to satisfy the wishes of its friends; and while the near future seems to be pregnant with promise of extended usefulness, — we cannot lose sight of the fact, that it is harder to maintain excellence than to devise and establish it. Still, the continued success of the establishment during the past year encourages us to think that the realization of the lofty aspirations and noble expectations of its great founder is not beyond the reach of earnest purpose and well-directed efforts.

Let us hope that the fruit of nearly half a century's labor, in one of the worthiest and most beneficent works of humanity, will be cherished and preserved for the benefit of hundreds of sightless children, who will claim at our hands the means of intellectual and moral light.

Finances.

The report of the Treasurer, Mr. Henry Endicott, accompanied by a detailed statement of his cash account, is herewith submitted.

It furnishes an exhibit of the receipts of money from all sources, and of the disbursements made for all purposes, and shows that the finances of the Institution are in a satisfactory condition.

The total receipts during the past year have been	$70,473 17
Total expenditure	67,636 42

This leaves a cash balance in the treasury of $2,836.75, against $3,848.21 on the wrong side of the sheet at the commencement of the year.

For specific information in regard to the principal articles purchased, their quantity, and the aggregate price paid for each, you are referred to an analysis of the steward's account, which is hereto appended. According to this account, of the $58,162.59 which is the total amount of disbursements made by him, $6,392.46 have been paid for improvements and repairs; $7,103.86 for stock to be manufactured in the workshop for adult blind persons; and the balance, $44,666.27 for maintenance, instruction, superintendence, books, musical instruments, furniture, apparatus, &c.

The finances have been managed with exactness, and upon a system which experience has demonstrated to be sound. All purchases have been made for cash, and great care has been exercised in securing the best terms for the Institution. Every dollar has been expended prudently, and can be properly accounted for, and frugality has been one of the marked features of the establishment.

Vouchers for each item of expense are obtained.

They are numbered, recorded, and placed on file in the office, and can be inspected and examined at any time.

Although the number of pupils provided for during the past year has been larger than usual, and the demand for improved appliances and apparatus increasing, yet, by guarding against unnecessary expenses in every direction, and by the practice of strict economy, we have been able to supply all the wants of the Institution without withholding any thing that was deemed conducive to the comfort and welfare of the inmates, and to keep its diverse departments in good working order.

Our auditors have kept a general supervision over the expenditures of the establishment, examining every month's accounts regularly, and have certified that they have been correctly kept, and every disbursement properly authenticated.

It is not a form of mere repetition, but from a sense of conscientious duty, that the Trustees gladly bear testimony to the efficient and courteous manner, in which the Treasurer, Mr. Endicott, as well as the auditors, Messrs. R. E. Apthorp and S. G. Snelling, have discharged their respective duties.

Improvements and Repairs.

By careful attention to the management of the household and judicious administration of the funds of the Institution, we have been able, not only to meet all the current expenses, but to execute some of the improvements and repairs which seemed to require immediate attention.

Gallery, School and Work Rooms for the Girls.

The most important of the former is the erection of a *gallery* where the girls walk in inclement weather, and take exercise under shelter during recesses.

This building is about 330 feet long, 10 feet wide, and 10 feet high, and connected at one end with the basement of the school-house. It is so conveniently situated, and so well protected on all sides from the weather, as to make a most desirable place for the girls to be in during recesses and free time, even on the stormiest days, and carry on all sorts of exercises, accompanied by any amount of fun and frolic.

The value of this improvement to the female pupils cannot be overestimated. A little reflection will show that it is a great addition to the means for the development of the bodily powers, attending which comes a corresponding increase of intellectual capacities.

Most of the inmates are sent to us with stunted growth, and a languid circulation of blood, which, of course, causes languor and feebleness in the functions of the physical system, and also bearing about them the marks of the sad effects of timid affection and unwise indulgence on the part of their parents. They appear pale, puny, stooping in gait, hesitating of tread, awkward in movement, and indifferent to activity. Thus the first thing they need is to have their systems invigorated and toned up, and their circulation stimulated, so that their brains may be able to carry on healthy and vigorous thinking. The occupations in the school-room alone, however sensibly they may be regulated, tend to increase rather than to rectify physical defects. They

have, of course, direct reference to the mind. But mental operations are solely dependent upon the condition of the brain; and the regularity of all cerebral functions rests upon the soundness and normal activity of those of the rest of the body. Hence the healthfulness of our animal economy in its totality is the main stay in the structure of education. Food, digestion, cleanliness, pure air, exercise, play, and all the external circumstances which make a cheerful impression upon the mind, are the chief agents in the development and maintenance of health, physical comfort, strength, and activity.

It is in view of this fact that the gallery has been erected, and we trust that it will prove conducive in many ways to the well-being of our pupils.

Half of the play-room in the basement of the girls' school-house has been fitted up as a recitation room, and has been supplied with a spacious case for philosophical and other apparatus. The other half has been made a work-room for classes in sewing, seating cane-bottomed chairs, and various other manual occupations. The interior of the music and school rooms in the same building has been painted, and the woodwork varnished.

Repairs in the Main Building. — New Store-Room, &c.

This building, which has stood for forty years in a very exposed situation, and has moreover been subjected internally to somewhat rough usage by its numerous inmates, needs constant repairs in order to be preserved from rottenness, and kept in a decent condition. Hence the walls of its corridors in the upper stories have been

repainted, the woodwork grained, and the ceilings whitewashed. The floors of one of the dining-rooms and of the workshop for the younger boys, have been relaid with southern pine, and the walls of the latter partly replastered and partly sheathed with matched boards.

The store-room, which had stood for some time under the library, causing some annoyance in warm weather, has been moved outside of the building, and located in the old wood-shed which has been renovated for the purpose.

An iron pipe connected with the high-water service, has been extended from the basement to the attic, with openings on each story, to which is attached a hose long enough to reach the end of the remotest room. This arrangement renders the building quite safe from fire, which, in an establishment like ours, may prove the direst of all calamities.

All the above and several other minor improvements and repairs have been planned and executed with the utmost economy, and with a sole view to the comfort, convenience, welfare, and safety of the household.

Change of the Name of the Institution.

The present name of the Institution does not give a correct idea of its nature or objects. On the contrary, it is calculated to suggest a false one, and to mislead those who read or hear it.

The word *asylum* therein contained designates the establishment as what it is not, and never should be suffered to become; namely, a home or retreat for the

residence and permanent maintenance of blind persons who are superannuated, or too infirm in body or feeble in intellect to take care of themselves.

The Institution was always intended as a school for sightless youth, and has been so conducted as to prevent it from degenerating into an asylum or refuge. Enlightened experience and true philanthropy alike demand that it should strictly preserve its educational character, and confine itself to its legitimate business, which is to give its pupils thorough instruction; to improve their physical condition and perfect the delicacy of their remaining senses; to develop their intellectual and moral natures; to increase their capacity for usefulness; to prepare them as well as possible for making their own way in the world, and becoming worthy and happy members of society; and, having done this, to send them away to their homes, just as our public schools and private academies do, to rely upon their own efforts and upon the encouragement and assistance received at the hands of their friends and neighbors for success in life. Persons of formed habits and unguarded tendencies, or who are advanced in years and dependent upon charity alone for support, belong anywhere rather than in a school where all influences, surroundings, and associations should serve to fill the young blind with courage, cheerfulness, confidence, and hope, and help to develop in them the love of industry, self-respect, and manliness.

It is evident, then, that the nature and objects of our school are not only in dissonance, but in direct antagonism, with the character of a permanent home for the blind. That the existence of such homes or asylums is

undesirable or even injurious to those whom they are intended to help, a few words will suffice to prove.

Beneficence has truly a miraculous effect when guided by wisdom, and practised in strict conformity with the law which governs the relations of human society; but not otherwise. It depends in great measure upon the principles which lie at the foundation of its organization, and upon the way in which it is administered. If its benefits are conferred with a due consideration of the requirements of true humanity and social philosophy, and with a view to the personal dignity and self-respect of the recipients, they are great both to the individual and to the community; but if they are distributed in such wise that their acceptance involves a feeling of dependence, they become valueless. For individual independence is one of the most important essentials to human happiness; and the ability to work is its only sure basis. Eleemosynary institutions, therefore, no less than others, should be supplied not only with stringent rules for their government, with spacious dormitories, dining-rooms, kitchens, and cooking-apparatus, but should also possess, in good working order, all the appliances and agencies which are necessary to develop the powers and increase the capacities of their beneficiaries for usefulness and self-support, thus raising them from the ranks of paupers to those of industrious and independent citizens.

Now, the scope and organization of asylums do not offer any of these advantages. On the contrary, they render the lives of their inmates aimless and well nigh useless, because they remove from them the necessity of doing something for themselves. They deprive them

of many humanizing influences, and increase clannish spirit, and a tendency to morbidness, by making them associate very closely with each other. They offer inducements to laziness and idleness, the rust of which soon begins to eat into the soul of man, and to paralyze every thing that acts as a spur to industry. They are not favorable to the development of generous and manly virtues, and by thwarting the natural growth of the human affections, breed moral evils and loathsome vices. Such places are, in short, museums of drones rather than hives of diligent workers, and crush the spirit while they seem to aid the body.

Considerations like these have led the management of the Institution, since the date of its foundation to resist every tendency that might cast over it even the shadow of an asylum. These considerations have exercised considerable influence in forming its general policy, and have had due weight in a decision taken some time since to discontinue the boarding of adult blind persons in the main building, thus protecting innocent and pure-minded children from undesirable associations, and at the same time preserving the proper character of the school.

The Institution has, moreover, been placed by law under the supervision of the board of education, instead of that of the board of state charities. This change of jurisdiction has removed it entirely from the category of eleemosynary establishments, and acknowledged it as an important link in the great chain of common schools, to the benefits of which the sightless have the same right as ordinary children.

Thus the word *asylum* attached to it as a mere misno-

mer, and the Trustees having agreed, without a dissenting vote, to propose an alteration of the present name, so as to read "Perkins Institution and Massachusetts School for the Blind," present the matter for your consideration. The eighth section of the Act of incorporation confers upon you full powers to make the change if you deem it expedient.*

Legacy of Miss Charlotte Harris.

Another name has recently been added to the noble ranks of the benefactors of the blind. The late Miss Charlotte Harris of this city has crowned a life adorned with many acts of charity and benevolence by a liberal legacy of $80,000 to this Institution, "the interest and income of which are to be applied to the care, maintenance, and relief of indigent blind persons, preference being given, as far as may be convenient, to those who, at the time of their application for relief, are inhabitants of the Charlestown district of the city of Boston, and are advanced in years."

This most munificent gift is very gratifying, both from its amount and as an evidence of the esteem and appreciation in which the Institution is held.

As there was some doubt respecting the conditions by which the legacy was accompanied, the Trustees, after careful deliberation and consultation, have concluded to submit to the supreme court, through the executor of the will, Mr. William Minot, a friend of the blind,

* At the annual meeting of the Corporation, held on the 3d of October, it was unanimously voted, that the "Institution shall hereafter be called and known as Perkins Institution and Massachusetts School for the Blind."

the question whether or no the language of the will brings the bequest within the purview of the charter of the Institution.

It is hoped not only that the answer of the court will be favorable to the interests of the Institution, but that the sympathy, co-operation, and practical encouragement of the opulent and humane will continue without relaxation, to the end that our establishment may attain a still higher degree of efficiency in all its departments and appointments.

There is at this moment great need of more aid than can be furnished by the ordinary income of the Institution, for carrying out several projects of great importance to the blind. There are many which we might name; but we must confine ourselves to the following: —

Firstly. In order to supply the demand for books printed in raised characters, and for improved appliances and mechanical devices for educational purposes and tangible illustrations, a special fund is needed. The interest of this fund should be applied to increasing the library of the blind, constructing apparatus of all kinds, and adding to the means for thorough instruction such facilities as experience may suggest and progress demand.

Secondly. A gymnasium is wanted, where physical training can be had by such methods as to secure systematic and progressive development. About $4,500 will be sufficient to erect one, and furnish it with the most approved apparatus.

Thirdly. A permanent fund is required, the income of which should be devoted to paying the salaries of a

clerk, salesman, and overseer of work, and the rent of a large and commodious store in the city, where the wares manufactured by the blind can be so conspicuously and advantageously displayed as to attract a larger number of purchasers than we now have. Such a fund would relieve the industrial department of the heavy burden of rent for a sales-room, and at the same time help to dispose of all articles made by the blind which are put in the market, thereby eking out the wages of men and women who can earn nearly but not quite enough to support themselves and keep out of the almshouse.

These are the most pressing wants of the Institution at present. Bequests for philanthropic projects are constantly made. There can be none, however, of a nobler and purer benevolence than that which promises to furnish the blind with moral and intellectual light, to build up and strengthen their physical constitution, and to enable them to compete with the seeing workmen, and to earn their own livelihood by their own labor. These subjects touch the vital interests of a large number of our fellow-men, and are really worth the attention of those who may be turning their thoughts toward making such a disposition of their fortunes as shall cause them to bear fruit through ages to come.

The Howe Memorial Fund.

A large edition of the memoir of Dr. Howe has been printed in raised characters, and a number of copies are already in use at our Institution and elsewhere. After all the expenses for printing and binding were paid, a small surplus of about three hundred dollars was left,

which, by a vote of the committee, has been invested to serve as the nucleus of a special fund, known as the "Howe Memorial Fund," for embossing books for the blind, in accordance with the purpose and well-known wishes of their lamented friend and great benefactor. To this fund will henceforth go all the proceeds of the sale of copies of the memoir; and we trust liberal donations will soon swell it. No worthier object could be found, either for the application of the above-named small balance, or for direct gifts from the charitably disposed, than that of increasing the library of books in raised characters.

Blind children need, far more than seeing ones, the aid and comfort which a library gives. Cut off in so great a degree from communion with the external world, they are at great disadvantage in the acquisition of objective knowledge, which is not only a healthful stimulus, but very essential pabulum to the variety and force of subjective thought. They long, therefore, for intellectual light, for the means of cheering their lonely hours, for books by which their minds may be strengthened and their hearts comforted. But they are generally too poor to have them printed to order, or even to purchase them at actual cost. On the other hand, the use and circulation of such books are so limited that no publisher would undertake to issue them with the expectation of being compensated for the expense by the profits of their sale.

In view of these facts, the late Dr. Howe entered into the enterprise of embossing books with the earnestness and enthusiasm which characterized him in all his philanthropic undertakings; and it was owing to his un-

ceasing efforts and unwearied exertions that the work of creating a library and constructing improved apparatus for the blind of this country originated with our Institution, and has been mostly carried on here. The enterprise proved to be a success; but, as there was nowhere a permanent fund for its support, he had great difficulty in begging the money from various sources; and although the obstacles were numerous, and sometimes disheartening, he continued the work, with occasional interruptions, until a little while before his death, when he was obliged to stop it for lack of means. Thus a large number of books has been printed; and they are like good seeds planted in fertile soil that will bear abundant fruit through many seasons. But more books are urgently needed; and it is hoped that the "Howe Memorial Fund" will be increased by gifts and bequests, until its annual income shall become sufficient to supply the means for printing books and constructing appliances and apparatus adapted to the sense of touch.

It would be difficult to point out an undertaking commending itself more readily to the understanding and heart of all who will look at it closely, or more deserving of encouragement, than that of opening to the sightless those higher sources of instruction and intellectual pleasure which are freely enjoyed by their more fortunate fellow-creatures. A library for the blind is truly a grand and enduring monument to humanity; and we earnestly hope that it may enter into the hearts and thoughts of some who have the stewardship of riches to lend part of their substance to its erection.

Work Department for Adults.

The accounts of this department show that it has not been exempt from the effects of the general and continued depression in business. All things considered, however, it has done better the past year than during the preceding one.

The receipts from all sources amounted to $12,730.89, being less by $967.91 than those of the preceding year. The balance against the department is $1,749.27, against $3,607.31 paid out of the treasury for the year before the last.

There has been about the same number of blind persons employed to do the work, and the amount of wages paid to them was $3,227.23.

This exhibit shows the exact condition of the workshop for adults; and the Trustees beg leave to make a brief statement of facts, and call the attention of their fellow-citizens to it.

For many years this department assisted a large number of blind persons to become self-supporting. It has supplied them with remunerative occupation, and thus rescued them from the grasp of poverty, and the unpleasantness of the almshouse. It has smoothed the pathway of life of those on whom the hand of affliction had pressed heavily, and has enabled them to secure for themselves, by industry and diligence, the comforts of home and the inestimable enjoyments of domestic happiness which, in the language of Cowper, is "the nurse of virtue, and the only bliss of paradise that has survived the fall." But during the last four years the depressed condition of all kinds of industry has

affected its prosperity, and the continuance of its operations at an annual loss becomes a matter of serious thought and consideration with us. An increase of our sales and custom work will allow us to furnish constant employment all the year round to a greater number of workmen, and relieve the concern from all embarrassments.

An establishment which confers such benefits on blind persons, and enables them to take their place in the social ranks, is deserving of the liberal support of the wealthy and benevolent. We ask nothing on the ground of charity; but appeal to the generosity and sense of justice of the community. What is needed for the continued maintenance of this very important department is work, custom work, work of any kind, and we beg the friends of the sightless to give it to them. We solicit their patronage on a strictly business footing. Our wares are made in a substantial manner, of the best materials, and are sold at the lowest possible wholesale and retail prices.

Some of the purchasers labor under the impression that they are expected to pay more at the store of the Institution than they need give elsewhere. This is a mistake. The contrary is quite true. Our rule is to let the goods speak for themselves, and not to suggest that favor be shown by the way of trade to the blind by paying a cent more than the worth of the articles. In truth, our customers have been charged less in our salesroom for mattresses, pillows, cushions, feather-beds, and the like, than they would have paid elsewhere for wares of the same stock and workmanship. We are aware that there are factories which offer inducements to

purchasers in the form of low prices; but it should be borne in mind that there is a great deal of deception practised in the quality of materials, and particularly in the adulteration of hair. This is a serious matter for the purchaser, because he is usually placed wholly at the mercy of the manufacturer. It is not easy to detect poor work, and it is almost impossible to tell how much hair cut from cattle and different dead animals is mixed with that of the manes and tails of living horses, which is the best, the most durable, and consequently the costliest. One of the leading importers of genuine horse-hair from South America asserts that ours and one other are the only concerns in the city of Boston where the so called long-drawn hard hair is used. This is valuable testimony.

We are anxious to extend the business of our work-shop, and to increase the number of customers; and to this end we reiterate with emphasis the assurance that the guiding principle observed in the management of the concern has been, is, and ever will be, fair dealing and strict honesty, from which no workman or employé will be allowed to depart.

In order that the doors of the industrial department for adult blind persons may be kept open, and assistance may be given to those who are ready and eager to help themselves, this appeal is earnestly addressed to the public, with the hope that it will be responded to with that generosity and benevolence which have always distinguished the inhabitants of the city of Boston.

Conclusion.

In closing this record of events of another year, we are pleased to say that the affairs of the Institution have been so conducted as to receive our approbation.

Frequent visits and a careful examination of the internal economy of the establishment, made by the committees and individual members of our Board, have satisfied us that the wants of the inmates have at all times been supplied with promptness and discretion, and that nothing is omitted which may contribute either to the comfort and happiness of the pupils or to the safety of the household.

The Trustees again earnestly invite the members of the corporation and those of the executive of the Commonwealth and of the legislature to visit the Institution as often as they can, and see for themselves the condition of the household, the improvement of the pupils, and the benefit they are deriving from the aid afforded to them by the State.

This invitation is cordially extended to the governors, representatives, and other officials of all the New England States, and to the benevolent and generous-minded of all parts of the country. We are sure that few visitors enter the school without being highly pleased with the exercises and proficiency of the pupils. Few leave it without being thoroughly convinced of its usefulness and value to the blind. Few indeed can inspect it carefully without feeling that it should be cherished and sustained as one of the most beneficent and noblest institutions of our land.

The liberal principles upon which the establishment

is conducted, the broad and sound policy adopted in its management, the results at which it aims, and the efficiency with which its work is carried on, recommend it to the continued favor of the legislature, and to the attention of the public.

The report of the Director, with all statistical and other exhibits, showing the operations and results of the year, and the present condition of the Institution, its prospects and needs, is hereto appended.

All which is respectfully submitted by

JOSIAH QUINCY,
ROBERT E. APTHORP,
JAMES STURGIS,
EDWARD N. PERKINS,
JOHN S. DWIGHT,
GEORGE W. WALES,
ANDREW P. PEABODY,
FRANCIS BROOKS,
SAMUEL G. SNELLING,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
HENRY LEE HIGGINSON,
Trustees.

Boston, Oct. 8, 1877.

At the annual meeting of the Corporation, summoned according to the by-laws, and held this day at the Institution, the foregoing was adopted, and ordered to be printed, together with the usual accompanying documents; and the officers for the ensuing year were elected.

M. Anagnos, *Secretary.*

REPORT OF THE DIRECTOR.

To the Trustees:

GENTLEMEN, — It is customary that the Director present an annual account of the condition of the Institution, of its internal administration, of the advancement of its objects, and of its wants and prospects.

In compliance with this requirement I have the honor to submit to your consideration a brief review of the history of the establishment during the past year, accompanied by such thoughts and observations on the subject of the education of the blind as the various topics upon which it touches may suggest.

No untoward event has interrupted or disturbed the usual quiet course of things, and the year has not been marked by any uncommon occurrences.

The exercises in the different departments of the Institution have been carried on with regularity, and borne good fruit.

Steady progress has been made by the pupils in their various studies, music, and handicraft, and their deportment has been marked by order and decorum.

The teachers, officers, and employés have discharged their respective duties faithfully and harmoniously.

Number of Inmates.

The total number of blind persons connected with the Institution at the beginning of the past year, as pupils, teachers, employés, and workmen or workwomen, was 155. There have entered since, 31; 24 have been discharged; so that the present total number is 162. (Males 93, females 69.)

Of these, 145 are in the school proper, and 17 in the work department.

The first class includes 133 boys and girls enrolled as pupils, seven teachers, and five domestics. Of the pupils there are now 65 boys and 45 girls in attendance; 11 of the former and 12 of the latter being absent on account of physical disability, or from other causes.

The second class comprises 13 men and 4 women, employed in the workshop for adult blind persons.

The number of pupils, particularly of boys and young men, is rapidly increasing. There were in actual attendance during the year more boys than we have ever had before, and the indications are that the main building will soon be crowded.

Most of the graduates of average ability who have gone through the regular course of study and training, and have applied themselves diligently, have before them a good prospect of success. Some are already taking their place in the ranks of society, and doing exceedingly well.

Health and Physical Training.

I feel it a great privilege to be able to report again entire immunity from fatal disease, and even a remarka-

ble exemption from any kind of serious illness in the establishment. Two cases of scarlet fever, of a light form, occurred among the inmates of one of the cottages during the prevalence of the disease in the neighborhood. Both the little patients were at once removed to the nearest hospital, where they were kindly treated, and in a few weeks restored to health. All proper sanitary measures were adopted without delay, and the spread of the disorder was effectually checked.

With this exception there has been no case of contagious disease, or even of severe indisposition. The exemption may be regarded as the legitimate result of a system of training and regimen, based upon the laws of hygiene and physiology, and sanctioned by long experience and almost uniform success.

In all the domestic and sanitary arrangements of the establishment, the welfare of the pupils intrusted to our charge has been kept steadily in view, and nothing compatible with the means at our command has been omitted, which could tend to promote their comfort and health. A sufficient and nourishing diet, active exercise, and cheerful occupation of the mind, are conducive to this end; and they have been judiciously attended to.

Health is essential to the accomplishment of every purpose, and the amelioration of man's physical system is the first and most important step in all human improvement. For our mental manifestations depend on the soundness of our material organism. Our intellectual faculties, our moral sentiments, our social affections, are modified by our bodily condition. Happiness, which is often considered as the end and aim of being, cannot be attained to any great extent without health. Pas-

cal's maxim, "*Sanitas sanitatum et omnia sanitas*," is full of wisdom and significance. By health is meant that normal condition of our animal economy, in which, while all the functions of life are performed easily and pleasurably, the mind can operate with the greatest vigor, unconscious of the machinery by means of which it is manifested. The easiest way, therefore, to awaken man's intellect, and bring him up to the highest attainable degree of mental and moral power, is to act upon his physical system, and raise the standard of his health and strength. This process of development, although necessary in the education of all children, is most especially indispensable in that of the blind, who, in consequence of their infirmity, are comparatively feeble in limb, puny in bodily vigor, and lacking in health. Hence our pupils must first be improved physically, so far as can be, and corrected in all unfavorable habits engendered by the loss of sight. They have to be early and practically taught that the laws of health are made of God, and that whoever violates them commits a sin, for which he will inevitably suffer punishment. They must learn that fresh air purifies the blood and strengthens the nerves, and be urged to spend as much time as possible out of doors. The offices of the skin are explained to them, and the consequent necessity of frequent ablutions. Finally, we strive to make them understand that diet, cleanliness, exercise and rest, are indispensable in order to render the corporeal structure a pleasant and elegant dwelling-place for the mind, and a perfect medium for its communication with the external world.

The importance of these last points is so apt to be

undervalued or overlooked, that special mention of them seems to be in order here.

I. — Diet.

A plentiful supply of wholesome food is demanded for the growth, sustenance, and renovation of the animal body. In order to be beneficial to the system, it needs to be nutritious, of a simple and digestible nature, sufficient in quantity, palatable in taste, and not wanting in variety. It should, moreover, be eaten at fixed hours, the intervals between meals being regular. If these particulars are properly attended to, the process of digestion is performed with ease, and is accompanied with a pleasurable sensation throughout the whole frame, followed by a feeling of physical comfort and mental satisfaction, and by a glow of cheerfulness. But, if no care be bestowed upon the selection and preparation of food, and the habits of partaking it be variable, then the stomach does not perform its work with the customary ease, and consequently the body loses its buoyancy, the brain its clearness, and the mind is left with less power of application than usual. Beside these evils, a disturbed stomach may produce a sour temper and a general derangement of the system.

The animal organism must always be well and properly nourished in order to perform its functions, and to sustain all action, labor, and exposure. But for no class of children is an attention to diet more imperative than for those marked with some physical defect, which is but one outward effect of an invisible general organic disorder.

In view of these facts, the fundamental laws of diet

are with us strictly adhered to, with such results as have been mentioned in the preceding pages. Our food is simple, but carefully selected, well cooked, abundant, nutritious, and of a sufficient variety.

II.—Cleanliness.

Cleanliness is next to godliness. It is the safeguard of health, which would be very much promoted in all cases if the surface of the whole body were daily washed and kept scrupulously clean. The skin is the outlet for a good proportion of the physical frame. It is intimately connected with the lungs and the digestive organs by their interaction and mutual sympathies. It is an absorbent as well as an exhalent. In certain conditions it takes some matters into the body, while it throws others out. If preserved in a state of elasticity and exquisite sensibility, it helps to sustain cutaneous circulation, and the equilibrium of heat. It follows as a natural consequence that the condition of the skin effects in a great measure the functions of the digestive and other internal organs; and in order that the process of digestion may be performed so as not to cause any general disturbance of the system, the skin must be kept in a perfect state of health, its whole surface being daily cleansed of all excretions and impurities. When physiology and hygiene become common studies and are better understood, the practice of cleaning the skin daily will be far more general, despite the shallow doctrines of empirical and ignorant sanitarians.

Essential as scrupulous cleanliness is to all classes of people, to none is it more so than to the blind. In most cases the loss of sight is caused by scrofula. This disease

once engendered in the animal body is firmly established there, and it is almost impossible to dislodge it therefrom; but its loathsome effects can be modified and to some extent controlled by external influences. When, therefore, a number of children thus afflicted are confined together hour after hour, very much more is required of the exhalents in them than in others. A healthy action of the skin supplies this in a sufficient degree, and is truly a safety-valve. This has received during the past year the attention it merits as one of the most effective means for the improvement of the health and strength of our pupils.

III.—Recreation and Exercise.

It is a vital physiological principle that regular alternations of intellectual exertion and amusement, of study and play, of manual labor and rest, are conditions most in harmony with the laws of the human organism, and therefore indispensable to health, mental improvement, and happiness. This important principle does not rest upon theory alone, or upon merely *a priori* reasoning. It is so fully established by observation and experience as to form an inseparable part of any sound system for the training and education of youth.

From the date of the foundation of this Institution this principle has faithfully been carried out; and a certain convenient portion of each day has been set apart for recreation or exercise. Walking down street, or on the piazza when the weather is inclement, and engaging at various sports on the play-ground or under shelter during recesses, have been and are required at all times of all pupils who are well enough to go about.

Exercise taken in the open air is eminently beneficial. While it imparts keenness to the appetite, strength to the muscles, tension to the nerves, agility to motion, and a healthy development to the whole frame, it at the same time restores to the wearied faculties of the mind their tone and vigor. If, in addition to exercise, a reasonable stimulus to the faculty of curiosity and wonder can be given, the benefit is greatly increased. For this faculty has a tendency to equalize the circulation, promote digestion, refresh the brain, excite mirth, and intensify all the faculties of mind and body.

IV. — Sleep.

"Tired nature's sweet restorer, balmy sleep." — *Young.*

Rest is a periodical inertness induced on the organs of the body and the faculties of the mind by fatigue and exhaustion. As in the order of the universe light is constantly succeeded by darkness, so in the course of life sleep follows invariably and without special exertion upon wakefulness and activity. "Sweet sleep," says Goethe, "thou comest like good fortune, — unbidden, unentreated. Thou loosest the knots of stern thought, and minglest together all images of joy and grief. Unhindered, the circle of internal harmonies flows on; and wrapped in pleasing frenzy, we sink down, and cease to be."

It is a commandment of nature, that man as well as the lower animals shall daily suspend thought and action in sleep. This is one of the wisest and most beneficent laws which govern our life.

Sleep is essential to the health of the body, and still

more so to that of the mind. It brings back the strength which we have spent, and renews our lost energy. It restores the exhausted powers, and stimulates to activity. Shakespeare has called it, —

> "The innocent sleep —
> Sleep that knits up the ravelled sleeve of care;
> The death of each day's life, sore labor's bath;
> Balm of hurt minds, great nature's second course,
> Chief nourisher in life's feast."

During sleep all the voluntary powers are still. The mind, the brain, the feelings, the affections, the passions, the muscular and digestive organs, are all in repose; and they need it. This rest acts directly upon the nervous system; and irritability or what is called "nervousness," is the consequence of its loss. It is fatal to suppose that nature can with impunity be cheated out of the sleep necessary for strengthening the body and invigorating the mind by persons given to study or to labor.

By the alternations of light and darkness, seasons of activity and repose are daily afforded. Nature points out the night as the best time for sleep. Then perfect stillness reigns; and sleep obtained in the early part of the night is more refreshing and nourishing than any that can be taken in the daytime. Children especially need sleep as soon as the digestion of their light supper is effected.

In all our arrangements regarding the rest and activity of our pupils, we have steadily kept this principle in view; and every year's experience strengthens the belief that much misery and deterioration of the human

stock can be avoided, and a great deal of physical and mental improvement accomplished, by a strict adherence to these simple provisions of the natural law.

General Observations on Health.

Thus the health of our pupils has been an object of special attention. Their tendencies have been watched over in kindness and with parental solicitude; and the results have been gratifying. Habits which debilitate the body and impair the mind have been broken up. The stooping posture has been changed to an erect one; awkwardness of manners to ease and grace; pallor to freshness; gloom to cheerfulness; languor and indolence to activity; and rough vulgarity to gentleness and purity. Children and youth suffering for want of exercise and proper care, have amply enjoyed these blessings.

For the accomplishment of all these things, the earnest and judicious efforts of the matron, and of all the teachers and officers, have been united and unceasing; and I take great pleasure in making this acknowledgment.

Vacation, Dispersion of Graduates, &c.

Among the arrangements in every educational establishment vacation is indispensable. The health, comfort, and well-being of both pupils and instructors require that the daily performance of their respective duties should cease for a certain period, and that all should then be free from the demands of regular routine. Thus the doors of schools, academies, seminaries, and colleges, are closed during the hot season; and an

opportunity is afforded to all connected with them to rest, and recover their physical strength and mental vigor.

In conformity with this general custom, the rules of our Institution prescribe that all its inmates shall spend some time, at least once in the year, with their friends and relations at home. This regulation is quite reasonable. If vacations be needed in any schools, they are *a fortiori* necessary here. Aside from the general considerations of recreation, health, and restoration of strength, there are particular ones which affect our pupils, and make it needful for them to return to their birth-place as often as may be; and thus preserve the natural ties with those on whom they have claims of kindred.

In the natural order of things, the infirm of all classes are found not grouped in one place, but scattered all over the community. This is as it should be; and the true interests of humanity, and of the sufferers themselves, require that this order should not be violated either for convenience, economy, or any other reason. Hence, organizations for the education and training of the blind, deaf-mutes, idiots, &c., should be conducted on such principles as to check all tendencies towards congregation or centralization and aggregation, and to facilitate and secure redistribution and diffusion.

Now it is obvious, that if young blind persons are brought from all parts of New England to Boston, to receive instruction during seven or eight years, many of them will naturally incline to remain in the neighborhood, and become domesticated there for life. The effect of this will be a disproportionate increase of blind

persons in the city, which would be unfavorable to them as a class, and most undesirable for the community. To avoid all this, much foresight needs to be exercised in the admission of candidates. Among other requirements, it should be made sure that every pupil who comes here has a home, i. e., a place to which he feels that he of right belongs. If the lines have fallen to him in any particular town, he has a just claim upon its community for sympathy, for assistance, and for moral and material aid. If he be an orphan, or if his parents abandon him, it is for his neighbors to decide whether or no they do their whole duty by him by putting him in the almshouse; but they should not thrust him beyond their borders, and upon another community. Common sense and experience show that as long as the inhabitants of a town have the charge of such a person, and are accustomed to see him among them, so long they recognize him as one of themselves, and admit that his home is among them; and it is a priceless advantage to him to feel that there is a spot on the earth which he can consider as home, be it ever so homely. When he goes away from them for an education, if he come back from time to time, and they pay his bills, or only a few dollars or cents on his account, the connection is kept up, and his right to a settlement among them is acknowledged. But if he be sent to school, and remain there for seven or eight years, without their being called upon to do any thing for him, the probability is, that they disallow or ignore his claims; and hence he becomes homeless.

Such considerations, and many others, all of which have been forcibly set forth, and repeatedly urged

by our late chief, Dr. Howe, show that regard to the interests of the community of Boston, and justice to the blind themselves, require the Institution to be so managed as to prevent an undue aggregation of sightless persons in the neighborhood, and keep them redistributed in the parts where they belong.

It is with this view that our regulations with regard to vacation are rigidly enforced; and that, during its continuance, none of the inmates is allowed to remain at the establishment.

The Various Departments of the Institution.

The object of our system of instruction and training for the blind is twofold.

Firstly. It aims to rouse and discipline their minds; to cultivate their powers of clear thought and exact reasoning; to give systematic and harmonious development to the whole nature; and to put them in full possession of all their faculties as tools for doing life's work.

Secondly. It proposes to prepare them for business and profitable occupations, and, as far as practicable, for self-support.

The welfare and happiness of the blind depend upon the full development of their inner nature, and upon their ability to work and provide for themselves. Accordingly, our establishment is so organized as to be a complete whole in itself, giving to the pupils the best possible education, and such professional or technical training as their ages and condition admit, and their natural gifts and prospects require.

Of learning and improvement there is no end so long as life lasts. Of regular instruction there will be an end after a certain term of years. Our institution, then, since it is usually to its beneficiaries the *ne plus ultra* of schooling, should leave them at a point where they will be able to advance themselves in learning, and whence they will enter into the domain of practical business, and walk erect in the path of life without the crutches of charity.

The work of the Institution is carried on in four separate departments, — the Literary, the Musical, the Tuning, and the Technical.

The Literary Department.

This department is broad in scope, comprehensive in purpose, and practical in its attainments. It is not intended merely for the performance of a certain amount of routine class-work; but it is well provided for higher ends. It tends to the development of the intellect and morals, since virtue is the noblest and most fragrant blossom on the tree of culture. It proposes to lay a solid foundation, upon which the superstructure of education can be securely reared, broad and high, beautiful and substantial.

The instruction given, and the auxiliaries employed for rendering it impressive and fruitful, are calculated to unfold and temper the mental faculties of our pupils; to furnish them with an elementary knowledge of the English language; to train their remaining senses in quickness and accuracy of perception; and, lastly, to cultivate in every one of them correct manners, a sensitive conscience, and habits of order, attention, punctu-

ality, neatness, industry, diligence, undeviating truth, and incorruptible honesty.

A few remarks on the nature and tendencies of human beings in the early stage of their existence, and on the modes of their cultivation, will indicate the influence exercised by the literary department of the Institution in developing the mental resources and æsthetic faculties of the inmates, in the formation of their character, and in the increase of their capacities.

Children are creatures of impulse. The circumference of their activity is prescribed not by subjective thought, but by external influences and circumstances. Their minds are still in the bud, and their inclinations are moved by instinct rather than guided by intelligence. Hence, before they can be emancipated from their impulses, and become rational, they must be taught to substitute principle for caprice, moral forms for whims, reflection for freaks of fancy. The only way to accomplish this is by subjecting them to a process of discipline in which the intellect may become enlightened, the reasoning faculties developed, and the will freed from the sway of appetite and fancy.

Now, this discipline is afforded only in a well organized and properly conducted school, which, in the words of Craig, is a "sort of moral gymnasium, preparatory to the great struggle on the arena of life." Here the mind of the pupil is so trained as to enable it not only to modestly measure and trust its own power, but to command its own resources. Here, by lessons properly given and attentively learned, and by living example, an active endeavor toward virtuous ends and moral aims is instituted. Here is formed, by means of various

intellectual efforts, a correct taste, which exerts a purifying and elevating influence upon the character; for a keen perception and appreciation of the beautiful in literature, as well as of the sublime in nature and in art, tend powerfully to shut out every thing low and grovelling. Finally, here, by the study of the natural laws and of the principles of science, which are mainly deductions from previously observed phenomena and well-attested facts, a large amount of fundamental truth is grasped by our scholars, their faculties of observation being thereby stimulated, and their power of discrimination cultivated. These habits, acquired at an early age, and preserved through life, are of immense value. They are the most direct means of promoting every intellectual, social, civil, and moral excellence. They are the keys which unlock the mysteries of nature. They are the only sure passport to the inner temple of thorough knowledge and practical wisdom.

Such is the influence and such are the workings of our intellectual department. Let me now review the work done in the school proper during the past year, and endeavor to give, in connection with it, a summary of the plan of classification, of teachers and teaching, methods of instruction, text-books, mechanical appliances and illustrative apparatus employed for the education of the blind, and other subjects coming under the jurisdiction of this department.

I.—The School Proper.

A great amount of thorough work has been accomplished in the school during the past year.

The course of instruction has been regularly and

assiduously pursued, and has proved very beneficial to the pupils. The branches therein embraced are similar to those taught in the grammar and high schools of Massachusetts, and may be briefly summarized as follows: — Reading, both in Boston and Braille characters, spelling, writing in Braille's point system and with a lead-pencil in the square hand, grammar, composition, rhetoric, literature, geography (civil and physical), history (ancient and of the middle ages), arithmetic (mental and with type boards), algebra, geometry, civil government, natural history, physiology, and physics.

During the past few years the school has been reorganized and greatly improved. The process of instructing or disciplining the pupils has been essentially modified, and the standard of their intellectual attainments considerably raised. High branches of study have received special attention, while the lower ones have been simplified and so adjusted, as to keep proportionate pace each with the other.

Economy of time and labor has been sought by classification and systematic instruction, and a fair amount of improved apparatus has been introduced for the purpose of illustration in the various branches.

The effort has been constantly made to store the minds of the pupils not only with desirable facts, but with useful principles and truths. The recitations have been conducted in such a manner, as to show that the scholars were expressing ideas, and not arraying words. The shadowy appearance of learning produced by the glib repetition of formulas wholly devoid of sense to the learner, has been strictly avoided, and the school-

rooms have been free from all teaching and examination done for mere effect.

Pains have been taken to train carefully, and not to excite superficially, the intellectual powers of the pupils. Cicero's words, —

"Adolescentiam alere jucundum est et laudabile,"

are true only when the work of education is wisely and judiciously carried forward. Wholesome nourishment, properly administered, gratifies the cravings of the mind as well as those of the body, and prevents it from preying on garbage.

Owing to the rapid increase in the number of our pupils, the re-arrangement of classes and formation of new divisions became obviously necessary. This was mostly done before the close of the last term; and an additional teacher employed, who, I take great pleasure in stating, has fallen in with the spirit of devotion and self-forgetfulness of her sisters in the corps, and has given promise of the same success here which characterized her work elsewhere.

These ladies have performed their duties not in a mere perfunctory way, but have exerted themselves with zeal, perseverance, and cheerfulness for the attainment of the highest and best results. The advancement and excellent condition of the school are chiefly owing to their judicious efforts and skilful management. It has been their endeavor not to insure perfection in recitations merely, but to infuse into the pupils a well-grounded, thorough love of study. This is the only true way to obtain success. If a scholar manifests indifference or aversion to mental application, he must

be allured, not driven to it. Fear or physical coercion can never call forth that spontaneous, ardent, and delightful activity, which alone can insure any substantial and valuable progress. The old adage says, "You may lead your horse to the water, but you cannot compel him to drink." He must be thirsty. So the mind of the pupil must, to a great extent, work of its own choice. This thirst for knowledge on the part of the young pupil has in most cases to be created. He thinks, attends, goes through with those mental processes necessary to understanding, remembering, and increasing his intellectual capacity, only as he wills; and wills as he is interested; and is interested as he is incited by fresh information presented to him in a simple and attractive form. The intellectual powers are eminently progressive in their nature; and if special exertions be not rewarded with a variety of truths, efforts on the part of the pupil will soon cease.

I am happy to report, that the scholars have generally shown due appreciation of what has been done in their behalf, by their own diligence and industry. Their improvement has been highly commendable, and their relations with their teachers have been kind and friendly.

II.—Classification and Individual Instruction.

Among our pupils there is a great variety in the degree of mental development and capacity. Some of the children have received some instruction at the common schools before losing their sight, and are well informed on ordinary topics. Others have acquired some rudimental knowledge at home, under the direction of

intelligent parents; while others come to us totally ignorant, and almost unprepared for mental exertion. They differ widely, moreover, in mental strength and vigor, as well as in their habits, tastes, and dispositions.

In order to adapt instruction to the wants of all these grades of children and youth, and deal with them properly and justly, not only the divisions of the school must be small, but much time should be devoted to individual cases. The teacher must study and analyze the nature of each child separately, and find out the right avenue for reaching his mind. She must often address herself to him alone, so as to make it sure that he is not idle, or learning in a mere mechanical way, but that he is exercising his faculties properly on what he is doing. She must pay special attention to his peculiar tendencies, whatever they may be, and employ such devices as are calculated to help the growth of his intellectual faculties. In other words, instruction must be to a great extent individual, and each pupil claims of necessity a part of the teacher's time exclusively for himself. This is obviously very expensive, because by dividing and sub-dividing the pupils in small groups, the number of classes is necessarily increased, and a corresponding increase in the number of teachers and of educational appliances and apparatus becomes inevitable. But without this the instruction of blind children cannot be either thorough or efficient. They may become able to recite some general rules together, or to repeat in concert the words of some text-book; but all these are "words, words, words," and nothing more, — chaff without much grain! They need individual instruction, and must receive special attention.

Our pupils are classed in eleven divisions, the largest having 18 members, while the smallest consists of 5 only. Thus the teachers have an opportunity of studying individual cases, and devoting a little more of their time to those whose intellectual condition requires it most.

III.—Teachers and Teaching.

A teacher is the intellectual centre of a little community, who look to him for advice and for guidance. His qualities are deeply imprinted upon the character of his pupils. His fidelity, purity, sense of honor, and high-mindedness help to form and ennoble their lives. He must be capable of becoming childlike himself in thought and feeling, in order to win their esteem and appreciation, and to lead them confidently in the paths of learning. He must be candid, yet kind; frank, yet considerate; direct, yet not abrupt; firm, yet not severe; well grounded on whatever he undertakes to teach, yet modest and unassuming; dignified, yet endowed with that good humor and sense of the ludicrous which contribute so much to brighten the atmosphere of the schoolroom, and take away from its work a great deal of the drudgery. He should, moreover, be prepared to exercise the highest degree of self-denial. No great purpose can be fulfilled without the practice of this priceless virtue; and no person can be truly benevolent and efficient in discharging his duty, or is fitted to be an educator and leader of defective children without possessing it. It was this divine virtue that inspired and moved the best and most original teacher of ancient Greece, Socrates, not only to increase the

fame of Athens as the literary centre of the world, but to devote his time and talents to the greatest possible benefit of humankind, by teaching wisdom and illustrating its worth by example. But, above all, a teacher must be earnest and enthusiastic, through and through.

Enthusiasm is the very-life blood of genius, and is as essential to success as the air is to animal life. It is to the soul what buoyancy, enjoyed in a state of perfect health, is to the body. It is the inspiration that raises the poets far above the ranks of learned rhymers. It is satisfaction with the past, sunshine in the present, and invigorating strength for the future. It is the result of a well-chosen aim, pursued steadily and earnestly; the blossom of a tree in spring-time which is sure to bear fruit. No person can be good or become great without it. A man destitute of enthusiasm has little real power, whatever may be his natural abilities or accomplishments. He is, says an eminent writer, like a sleeping Hercules, or like Samson unconscious of danger and shorn of his strength, with his head upon the lap of Delilah. He is like a cannon, with its balls and chain-shot, without the powder to give them destructive force. He is like the locomotive without the fire and steam to give propelling power. No architect could have designed the matchless beauty of the Parthenon, towering above the rock of the Acropolis, sublime and celestial, and commanding the admiration of the whole world, without being inspired by enthusiasm. The martyrs and reformers were noble examples of enthusiasm in one field; Copernicus, Newton, and Franklin, in another; Michael Angelo or Beethoven in another; Washington or Kanares in still another. It was enthu-

siasm that induced Pestalozzi to pick up forsaken children in the streets, to cleanse, feed, and teach them; enthusiasm that moved his disciples to study more thoroughly the principles of education, and give an impulse which was felt all over Europe. It was enthusiasm that electrified the farmers of New England, and made them defy the British lion. It was enthusiasm that stirred up Horace Mann to accomplish such a wonderful reform in the educational system of Massachusetts and of the whole country. It was enthusiasm that inspired Dr. Howe to devote his noble life and energies to the cause of liberty and humanity. It was enthusiasm that led Florence Nightingale to the care of the sick and wounded. It was enthusiasm that rendered Charles Sumner's voice a terror to the oppressors and wrong-doers; and it is enthusiasm that we need to-day.

Teaching is not so simple and empirical a profession as many persons are apt to consider it. It is an art, and a peculiar one. It matters not how well informed the teacher may be. If he be wanting in the ability to convey his ideas clearly to others, and to reveal to the pupil the process of acquiring knowledge and improving his mind, his best efforts even will be but a failure. In addition to many other qualifications and attainments, he must know how to measure the powers of his scholars, and subject them to the right kind of discipline; how effectually to correct errors in training, and to secure accuracy in processes and results. He must understand philosophically the laws of development and growth, both of the body and mind, and be able to adapt his instructions by ever-varying methods and devices to the different capacities and circumstances of those under

his care. Variety is the spice of life, and certainly increases the pupil's zest in the prosecution of school-work.

Our corps of instructors numbers seven persons, and we regard it as complete and efficient. They are all ladies well suited to their positions, and earnestly interested in their work, discharging their duties with commendable fidelity and success. They are members of our large household, and cheerfully devote much of their time and energy out of school to the training and helping of the inmates. The performance of their duties is characterized by zeal, patience, and gentleness.

The experience of many years has convinced us of the truth pointed out by nature, that women are eminently adapted to the employment of teachers. It is not their superior science in instructing and controlling the young that renders them such, but their skill in the use of that science, as well as their gentler manners. The reasons are obvious. In childhood, while the intellectual faculties are still in a dormant condition, the affections are fuller and more alive. They are in fact the key to the whole being, which must be possessed before the understanding can be opened to the ingress of knowledge. The heart must be reached before the mind is approached and operated upon. Now, a man cannot obtain that key so readily as a woman can. While his nature is rough, stern, impatient, ambitious, hers is gentle, tender, enduring, unaspiring. One always wins, the other sometimes repels. The one is usually loved, the other occasionally feared. Kindness, quickness of apprehension, and frank sympathy with the young, endear and attach; and when the confidence and affection of the scholar are once gained, he is henceforth

easily taught and governed. Women are naturally endowed with all these; and this is the secret of their great success as instructors of children.

In closing my remarks on teachers and teaching, I should consider myself recreant to duty, if I did not endeavor to impress upon your minds the importance of offering all reasonable inducements in order to retain in the service of the Institution an efficient and well educated corps of instructors. The experiments of beginners and of half educated or uncultivated tutors, are costly and undesirable everywhere, and are particularly objectionable in an establishment like ours, where the progress of the pupils depends so much upon oral instruction.

IV.—Methods of Instruction.

Methods of instruction and training play an important part in any system of education. They are the chief agencies for the accomplishment of its objects. The progress of a school depends mostly upon them. Just as these are scientifically arranged, and the facilities for carrying them out by faithful teachers are multiplied, we hope and look with confidence for a larger intellectual life, and a nobler manhood and womanhood in the advancing generations.

To give a detailed description of these methods would require more time and space than I can command. I must therefore confine myself to merely sketching some of their outlines.

The main object of a system of instruction is to develop the mind, and draw it out in a way that shall give it strength as well as enlargement, and lead it to a correct

understanding of its powers, and of the proper mode of using them. Hence the methods employed for putting a system into practice must be founded upon the laws of nature, and so shaped as to enable children to use their own faculties, and to think and judge for themselves.

There should be included in a good method of instruction all the principles which determine the health, morals, manners, and attainments of the pupils, both in their school and home life.

As physical exercise is essential to bodily health, so is the discipline of the mind indispensable to intellectual training. The question must always be, not how much a child has acquired, but how well he knows it, and how his powers have been strengthened in the act of acquisition. The fact learned gives only knowledge. The thoroughness and care with which the lesson is studied will help to form precisely those habits of mind, and to educate exactly those faculties of intellect, which the school is intended especially to bring out.

The success of a school depends to a great extent upon the means employed for instilling into the pupils a spirit of inquiry; but especially upon the methods applied to interest them in their studies, and to fire them with earnestness; in other words, to inspire them. Teaching without inspiration does little good. It sterilizes, as the French say: —

"Instruire sans inspirer, c'est stérilizer."

If the right subjects are taken up in the right way, at the right time, and by the right teacher, scholars cannot help becoming interested, and feeling a kind of

mental spur quickening their lagging faculties, and starting their dormant powers.

Instruction in the first instance should be simple and elementary. It should lay before the pupils the broad outlines of every subject, leaving to them to fill them in for themselves. It should follow the golden rule, "Things first, ideas from things next; and definitions, words, last of all." Or as Craig has it, "Ideas before words; principles before rules; the judgment before the memory; incidental information before systematic; reading before spelling; the sounds of the letters before their names; and on the whole, nature before art." Words can never convey clear ideas unless the things they represent are known. "Words," said Hobbes, "are wise men's counters; they do but reckon with them; but they are the money of fools."

This mode of procedure leads to observation, and opens the sources of information. It calls into exercise the most useful intellectual faculties, and teaches how to retain in the mind well-defined images of what has been perceived by the senses. It elevates the crowning reason and gives to it a wider horizon. Above all, it creates a taste for scientific and literary studies, and the attainment of true and broad culture, which is a valuable acquisition and the stepping-stone unto great achievements.

In consideration of the importance of the methods of instruction and training in the accomplishment of the aims of education, great attention has been bestowed upon the improvement of such as are employed in our Institution. We have been ready to modify and simplify our methods so as to render them more efficient

than heretofore. We have eagerly sought to test those used in private academies or in the common schools, and to welcome such improvements as were suggested by the examination and study of the system of kindergärtens, remembering that "out of the mouths of babes and sucklings" God has sometimes perfected praise.

V.—Object Teaching and Comparison.

The importance of the method of employing in the instruction of children sensible objects, by means of which to call their faculties into systematic exercise, has been often recognized, and has engaged the attention of most of the great educators. Milton has aptly called it "the true method." Comenius, Locke, Rousseau, Basedow, and many others have more or less based their systems of education upon its principles; and Pestalozzi made it the foundation of his theories and achievements.

The process of mental growth produced by this method is in strict accordance with the natural laws. It is progressive and systematic. It conducts children step by step from the knowledge of things and their names, qualities, and properties, to comparison and generalization; from the concrete to the abstract; from facts to principles. It forms a long chain, which, like Ariadne's fabled thread, leads them safely from the plane of unsophisticated objective observation to the domain of subjective thought. To our pupils it is especially beneficial, for by introducing them to the tangible world, and increasing their power of analysis and synthesis, it checks the tendency to abstract and often unsound gen-

eralization, which is naturally engendered by the lack of sight.

Children early begin to use their faculty of observing external objects with curiosity and acuteness, and to employ constantly the senses in examining them. They are by nature eager to learn about all which surrounds them; and for the acquisition of such knowledge the senses are the only effective agents. They are truly the ministers of the perceptive faculties, and their active exercise during the whole period of childhood and youth, is essential to vigorous maturity of the intellect. At every instant the senses are taking note of external things, of their form, color, qualities, relations, and successions. They store these observations up in the mind as materials for the future use of the reasoning faculties. An accumulation of facts is thus obtained which forms the substratum upon which the pyramid of knowledge is reared; and the deeper and broader the basis is laid, the higher will the structure rise. Kant says, that "all our knowledge originates with the senses, proceeds thence to understanding, and ends with the reason, which is subordinate to no higher authority in us, in working up intuitions, and bringing them within the highest unity of thought."

It is obvious from the above remarks that the employment of sensible objects in the instruction of all youth, but more particularly of the blind, affords the best and most effective means of mental development. It calls into systematic exercise their perceptive faculties. It sharpens their senses. It cultivates their power of expression and enriches their vocabulary. It offers rare opportunities both to the pupil and teacher for the

unfolding of their individuality, which is essential in the successful conduct of a school. It furnishes the mind of the child with conceptions just and accurate, well defined and true to nature, thus supplying it with excellent means for reflection and reasoning, and for the constant practice of comparison and reciprocal illustration.

The exercise of this habit is eminently beneficial. It increases the stock of knowledge, and at the same time sharpens to a keen sense the perception of every description of moral and intellectual beauty. It preserves the fair and gentle play of the kindly affections. It fixes the mind upon that which is pure and bright and generous in our nature. In one word, it develops in the mind strength, grace, reason, and feeling; thus attaining the great object of intellectual education.

No efforts or means have been spared during the past year to multiply our facilities for object teaching, and to render it interesting and productive of good results.

VI.—Text-books and Oral Instruction.

That good text-books are useful auxiliaries in the instruction of children is generally admitted; but that they are the most effective means, or the vehicles *sine qua non*, for carrying on the work of education successfully, is, to say the least, a matter of great doubt.

All instrumentalities employed for the cultivation of the intellect, while transmitting information to the mind, must act energetically upon its dormant faculties, and rouse them up, and not perform their office in a mere passive way. Aristotle's aphorism, that "the intellect is perfected not by knowledge but by activity," is full of meaning. It explains the whole matter in a few words.

Hence the value of all agencies of instruction, text-books included, is determined not by the amount of material assistance they may afford both to tutors and scholars, but by the degree and kind of influence they exercise, and the effects they produce in the development of the mind of the pupils.

The efficiency and merit of text-books in particular depend first upon their materials and plan of construction, and second upon the degree of reliance placed upon them by the instructor. If they are compendia of hints, facts, and principles clearly stated, concisely defined, and scientifically arranged, and are, moreover, used merely as the instruments of study, they are essential. But, if they be diffuse and unsymmetrical compilations of heterogeneous topics, and employed, not as aids, but as the main-spring in the mechanism of instruction, they are positively injurious.

Experience asserts that text-books used indiscriminately, as they commonly are, have often done more harm than good. They are, as a general thing, poorly and unmethodically edited; yet are looked upon as authorities, and as if they were extensive storehouses of learning. But a mind stored with knowledge from the pages of the text-book is not trained with the same effect as that which is disciplined by referring all facts to principles as they occur, and by patient reflection, careful comparison, and judicious classification of them. Two such minds are as different one from the other as highly finished artificial plants differ from nature's growths, endowed with sap and energy, which draw materials from earth and air, and, by elaborating and appropriating these to their own use, produce

fragrant flowers or yield their full harvest of generous fruit.

The lack of embossed books of reference, and of works on history, philosophy, general literature, and on science, is very disadvantageous to the blind, and every effort ought to be made to supply them. But the paucity of text-books, although an acknowledged drawback in certain ways, has some compensating advantages. It has encouraged in our institutions a mode of instruction superior to that afforded by the common schools in this one respect, that it is mainly oral. The scholars do not get their lessons by rote. What can be more stupid than to put a book in the hands of a child, and require him to learn *verbatim* what is printed therein when he is just beginning at the very elements of arithmetic or geography or natural history? The teachers must first master the subject by reading and study, and then give concise expression to their thoughts and knowledge: otherwise they will make poor instructors for the blind. Such instruction is more effective and agreeable, being more in accordance with nature, than the dull formality of the text-book. It constitutes the best means of quickening and disciplining the mental faculties. It is nature's own method, and has ever been a favorite one with the best teachers. Thus taught Moses and Socrates; thus taught Solomon and Plato; thus taught Pythagoras and Confucius. Thus teach the most successful instructors of to-day; and thus ought every one to teach who aims at the full development of the rich and original resources of the human mind.

There is something natural and fascinating in oral instruction. The well-modulated voice and the living

words coming fresh from the lips of the earnest teacher have a strange power to awaken and inspire, while her appropriate dignity and tones secure the close attention of the pupils, and, associated with the instruction, leave an impression that will be indelible. Deep thought and strong feeling thus communicated are usually eloquent, and find a ready way directly to the heart, while the very soul of the devoted teacher seems so to emanate with her instructions, and blend itself with that of the pupil, that her principles and sentiments become easily inwrought into his moral being and life. It is thus that she most successfully transcribes her own character upon the souls of her pupils.

Satisfactory results are undoubtedly the best criteria by which we can judge the value of any system of education. The generous fruit thus far produced by oral instruction in the education of the blind speaks well for its effect, and commends its adoption everywhere in preference to all other methods.

VII. — Evening Reading and Popular Literature.

In addition to the daily instruction given in the school, reading in the evening by the teachers and officers is employed as a means of general information and improvement.

The pupils are divided into six different classes, in each of which they listen for about three-quarters of an hour to some useful and entertaning book adapted to their respective mental capacities, and to the news of the day. Pains are taken not only to amuse them, and to give them serviceable information, but to refine their taste, and to impart to them a love for pure literature,

endeavoring thereby to raise a barrier against the flood of unwholesome and pernicious reading now circulated for the use of the young. This matter is of so serious a character in its moral, intellectual, æsthetic, and social bearing, as to justify me in setting forth some peculiar views, which probably do not meet with popular approbation, but are the expression of a firm conviction, conscientiously formed and honestly cherished.

In ancient Rome there was a large number of people who devoted their time and energies to learning or telling some new or exciting thing. *Quidnunc* was the name applied to such persons. In our modern civilization the *quidnuncs* are more numerous than they were in the Augustan age, but of a different tendency and different tastes. They do not feast on harmless news and stories, but prey on tales of love-making and of hair-breadth escapes, which excite the mind, pervert the imagination, and corrupt the heart.

It is a well-known fact that a craving appetite for trashy reading, filled with descriptions of a fictitious, unreal, and sensuous life, is at present on the increase, and is excited to an alarming extent by many of the publications now in vogue. The bookstands are groaning under the load of the worst kind of mental aliment. Loathsome productions, in which the absurd rivals the horrible, and moral monstrosity is apotheosized as heroism, are steadily multiplied and widely read. Descriptions of the violation of all important articles of the civil and moral code which governs human society, prepared and highly seasoned by compilers hardly familiar with the intricate art of spelling, are abundantly served for a trifle to uninstructed or half-educated readers. Extrava-

gant narratives, replete with vapid sentimentalism, and fabulous marvels, abounding in supernatural or rather unnatural episodes, and utterly destitute of good sense and genuine human feeling, are issued in profusion, and are hailed by the lower class of readers with joy and enthusiasm. Fantastic effusions, in which —

> "Somnia, terrores magici, miraculæ sagæ,
> Nocturni lemures, portentaque,"

being minutely described and exorbitantly illustrated and magnified, constitute the centre of dramatic pathos and the main points of attraction, are sought with excessive eagerness and pored over with ardor. In a word, there has been gradually created a passionate longing and pressing demand for vicious stuff, which by an over-prompt and abundant supply is filling empty minds with evil thoughts and innocent hearts with impure desires. School boys and girls, shop damsels and chambermaids, clerks or laborers, work men or women, all are stirred by a morbid curiosity to peruse publications crammed full of poisonous error on every page, and incited by the allurements of a dreaming fancy to live on dangerous illusions. Thus the growth of the æsthetic sense and of a fine taste in the community for the good, the pure, and the beautiful is seriously stunted, the sacredness of the law deeply undermined, and virtue and morality exposed to great peril. The evil should be effectually suppressed. Public opinion must put down the abomination; and books of a healthy and sound character, select in diction, graceful in style, and real in substance, must be provided to take the place of sensational and venomous effusions.

This popular craving for excitement and mental stimulus, hardly less injurious than the appetite for strong liquors, is fostered even by the regular perusal of any fictitious writings. The reading of romances nurses in the community a dreamy habit of mind, and, by the excitement it produces, renders the ordinary course of life uninteresting. It increases a useless acquaintance with scenes in which we never shall be called upon to act. It gives fascination to idle contemplations, and opens the mind to the assaults of vice in all its forms. True, there is a vast difference between novels and novels; but Ruskin observes that in their composition the temptation to picturesqueness of statement is so great, that often the *best writers* of fiction cannot resist it, and our views are rendered so violent and one-sided that their vitality is rather a harm than good.

Grave and historic romances undoubtedly contain admirable delineations of the manners, ceremonies, and customs of the past; but they are an incongruous mixture of fiction and fact. Even Sir Walter Scott's vivid picture of mediævalism and feudalism is characterized both by Ruskin and Bunsen as essentially false. Fiction of a high order is harmless to those who have attained a high degree of cultivation, and may occasionally afford relaxation to the thinking scholar; but it is a positive injury to unthinking minds. Its fruit is beautiful and fair to the sight, but, like "the apples on the Dead Sea shore, all ashes to the taste."

Now, common experience, as well as *a priori* reasoning, suggests that history, biography, travels, and science will prove sure antidotes to somnambulic paroxysms

produced by our present popular literature. A constant familiarity with facts and real existences will restrain the imagination in its extravagant flights, and bring it into healthful and regular action. Children will thus find so many actual occasions for the exercise of all that is excellent and noble in humanity that there can be no proper place for fancied ones; so many genuine subjects for the development of thought, that there will be no need of visionary creations; so much of truth and reality, that they will loath what is fictitious and false.

Nature is superbly tasteful in her sublime forms of symmetry and beauty, and the ancient Greeks, by studying her in all her delineations and faithfully copying them, accomplished marvels in literature and art, and have charmed and instructed the world for thousands of years. History is full of heroic deeds and thrilling events, which, if clothed in attractive and intelligible language, will interest all readers. Biography is an immense museum, filled with specimens of all kinds of humanity. Travels are almost novels of reality. Why resort so constantly to fiction?

In our selections for evening reading here, we carefully avoid all that is sensational, extravagant, and fictitious, endeavoring by every possible means to foster in our pupils a love for pure and elevating literature. Our own collection of books is limited; but we constantly avail ourselves of the facilities for good reading offered by the public library and the Boston Athenæum. Whenever uncommon events render the perusal of any special class of sound and substantial books particularly desirable and attractive, we promptly seize the opportunity, both to instruct the pupils on such subjects and to culti-

vate their taste for solid information. As soon as the Russo-Turkish war was declared, I at once had a relief-map of European and Asiatic Turkey made, and brief histories of the two empires, together with treatises on the races of the East, written by such distinguished authors as Gladstone, Freeman, and others, read to the pupils. The result was, that they found the reading enjoyable, and at the same time many of them became so familiar with the various phases of the Eastern question as to be able to discuss the war-topics intelligently. This course is advantageous both to the pupils themselves, and to those around them. There are often themes of a literary, scientific, social, civil, historical, or ethnological character, which are made by peculiar circumstances so attractive as to absorb the public attention, or that of the community of a school. Select books on such subjects, written in a simple and pure style, and read well aloud, will always interest and amuse the blind, and fill their minds with useful and substantial information.

For a good supply of choice miscellaneous reading we are indebted to the editors and proprietors of some of the best reviews, magazines, and weekly papers in the country, who send their excellent publications gratuitously to the Institution. A list of all these will be hereto appended.

VIII. — Illustrative Apparatus and Embossed Books.

There are no greater and more effective auxiliaries in the instruction of sightless children and youth than educational appliances, and books of reference, adapted to the sense of touch.

The employment of tangible apparatus in presenting truth renders it fresh and attractive. It stimulates activity, and breaks up the monotony of the schoolroom. Children are naturally averse to abstract discourses and philosophical reasoning, which at best "amaze and confound undeveloped minds;" but they are never indifferent when asked to feel of a tangible form, to trace the sources of a river on the map, or to examine the model of a vessel or the imitation of a fish. On the contrary, they are delighted with the operation; and the classroom gains much by it in spirit, interest, and life.

The value of the plan of introducing ideas into the mind of youth by means of tangible forms is inestimable in various ways. Mistaken conceptions are thereby rectified. Weak or imperfect perceptions are certified and strengthened by additional sensuous impressions. Abstract ideas and indescribable qualities become clear and comprehensible; and even invisible causes are sometimes easily understood by a careful study of their effects. Hence it is obvious that tangible apparatus of all kinds is not merely desirable but indispensable for the efficient training of sightless children, since it is almost impossible to give them an adequate idea without its aid. A school for the blind, provided with good instructors, and with the most approved conveniences for comfort and health, but destitute of tangible apparatus and good embossed books, is like a well-constructed and spacious workshop, with the workmen all present, with skilful and learned masters, but with only a few tools of the poorest kind for its numerous apprentices. Imagine such a workshop, and you cannot help

saying, "What a miserable piece of economy is here shown!"

Pains have been taken not to allow our school to merit such a reproach as this; and our means and facilities for tangible illustration have been multiplied and varied as much as was possible during the past year. It has been my endeavor, not only to improve our own apparatus and enrich our appliances, by the contrivance of new ones, but to procure from American and European institutions every new device for facilitating the studies of our pupils, whether its value was real, or, as too often proves to be the case upon trial, only imaginary. That the spirit of habitual conservatism, which stubbornly opposes or effectually blocks the march of progress, can hardly be applicable to the management of our Institution, would be sufficiently shown by the following brief statement of new appliances and apparatus, made, procured, or improved during the past year, for illustrating various branches of study.

Arithmetic. — Besides obtaining a large number of Eaton's wooden ciphering-boards, a new slate of an improved pattern has been constructed, which seems, in some respects, to be superior to all others. Its square holes, or cells, are made of solid brass strips, fitted crosswise; and the whole body is fastened into a cherry or black-walnut frame. The objection to handling brass is entirely obviated by having all the strips nickel-plated. This board is so well manufactured that it cannot be surpassed either in neatness and convenience, or in structure and durability. It can be truly said that it is the cheapest, because it will last as long as it is needed.

A new supply of types for ciphering has also been recently cast and nickel-plated. These are better finished than usual, and their price has been reduced to one cent apiece.

Geography. — The appliances for the study of geography have been thoroughly renovated, and greatly increased.

Two large globes, one in the boys' and the other in the girls' school, have been repaired, improved, and beautified. They are made as good as new ones.

Two complete sets, one of dissected and the other of wall maps, have been constructed during the past year, on an entirely new plan and with many improvements. These maps are, in point of accuracy and workmanship, superior to all thus far made in Europe or in this country. They are, moreover, models of beauty, and may serve as ornamental pictures in a schoolroom, as well as in a gentleman's office. Their price is reduced to one-half of what they formerly cost.

Two of Mr. Huntoon's dissected maps of the United States, for the study of physical geography, have also been added to our collection during the past year.

Attempts have been made at preparing plates wherefrom to print maps for class-work at a very small cost, and there would seem to be no serious obstacle to ultimate success in this direction.

Point-writing. — In addition to the old French frame and to the Daisy tablet for point-writing after the system of Braille, a new one has been contrived, which is very simple in structure, and meets with general favor. Its price is only one dollar.

Perhaps it will be appropriate to make a few remarks

in this connection with regard to the adoption of Braille's system of point-writing.

Some time ago several of our most intelligent blind instructors and graduates undertook to give their particular attention to the subject of point-writing in general, to examine the merits of the various systems in use, and to pronounce impartially in favor of the one which a thorough and patient examination should show to be the best. The existing point-alphabets were critically examined and compared by them, and, having carefully weighed their respective merits and defects, they decided in favor of that of Braille. Since this conclusion was arrived at, Braille's system for point-writing and musical notation, which has for many years been used in our school, has been methodically taught with abbreviations or contractions, and is constantly employed by most of the inmates, as the means for keeping notes and memoranda in various studies or for carrying on their correspondence.

This system has so many advantages that render it popular among the blind, that they would undoubtedly adopt it in preference to all others, if they were left free to make their own choice. The scientific ingenuity upon which its construction is based, renders it remarkably simple and methodical; and it is thereby easily acquired and remembered. The arrangement for musical notation is so systematic, so concise, and so comprehensive, that it can scarcely be equalled by any similar contrivance. Its long use in Great Britain and all over Europe has caused a large amount of music and of fine literature in the modern as well as in the ancient languages to be printed in it, which the blind of this

Institution and of America in general can ill afford to lose.

The foregoing are a few of the many reasons which have induced us to adopt Braille's system here in preference to any other; and its employment in several of the other American institutions has probably been brought about by similar considerations.

While on this subject, let me state that M. Recordon, of Geneva, is said to have invented a writing-machine for the use of the blind, by the aid of which they are able to write both in raised characters and in letters legible to the seeing. The following is a translation of the notice of this invention contained in a number of the *Eco d'Italia*: —

"Mons. Recordon of Geneva has invented a writing-machine, whereby the blind are enabled to write both in raised characters, and in ordinary letters legible to the eye. Two wheels moving parallel one with the other form the pivot of this machine, which has solved the difficult problem of writing for the blind in the most satisfactory manner. At a meeting held for the purpose of testing this important invention, a lady, blind from birth, printed with ease a letter in relief, destined to be read with the touch, and a proof to be read with the eye. Some phrases written by persons present and not previously examined by the lady, were at once deciphered by her with surprising rapidity."

Object Lessons. — A nucleus of a collection of models and toys, and of imitations of animals, tools, and implements of various kinds, has been obtained during the past year for the study of this very interesting and important branch.

Geometry. — Some time since a contrivance was imported by us from Denmark for making geometrical diagrams by hand, which, although in some degree useful, did not work to our entire satisfaction. Experiments have been made to obtain a new device for printing all kinds of diagrams in a simple and economical way, and there is reason to hope for success in the preparation of all which we require for the study of geometry.

Physics. — A new set of philosophical apparatus, like that used in the grammar schools of Boston, is in process of manufacture for use here.

All new publications in raised characters have been readily procured.

Such are the additions made during the past year to our collection of illustrative appliances, and such the attempts at improvement of the tangible apparatus. While we have promptly obtained what was available, we still feel the want of adequate means for the thorough study of anatomy and physiology.

Let me here suggest, that gentlemen who may have in their collections any duplicates of animals, birds, shells, minerals, or models, will confer a great favor by giving such duplicates to the Institution for the use of the pupils.

Music Department.

In my previous report I have attempted to show the inestimable value of music as a means of culture, and to set forth its important influence in the education of the blind, which induced the sagacious founder of the Institution to give it so prominent a place in our course of

instruction, and to spare neither expense nor efforts in providing for its thorough study and practice. But to be more specific in presenting its claims to the friends of the blind, let me consider it in its triple influence; namely, as a powerful agent of moral development and intellectual culture, as a means of happiness and social enjoyment, and as a profession of special advantage to the sightless; and give, in conclusion, a brief account of what has been accomplished in our music department during the past year.

I. — Moral and Intellectual Effects of Music.

Music performs an important part in the elevation of human nature; and its province is to make man feel the beauty of what is good, true, moral, and holy.

Among the ancients, the invention of music was ascribed to the gods; and there was a supernatural power attributed to it, which no sceptic was found to deny. It was fabled that diseases were cured by music, and that the steadfast rocks and trees sprang from their immobility, and joined in harmonious dances. Victories were won simply by firing the soldiery to great efforts by means of higher martial strains; and the song of the Sirens was represented by Homer as having been too irresistible even for the cunning ear of Ulysses.

But divested of all fabulous qualities, and stripped of fanciful exaggeration, music remains in its true nature one of the great humanizers of the race, affording the best means of intellectual, emotional, and social culture. It is the language of the heart, and gives the fullest and deepest expression to all its sentiments and emotions. It penetrates the inner chambers, and exer-

cises an almost irresistible sway over the feelings and purpose of man. It refines the taste, soothes the passions, and subdues the instincts of ferocity and brutality. According to a German proverb which has come down from the days of Luther, "Where music is, the devil enters not." David took his harp when he would cause the evil spirit to depart from Saul. Napoleon, having conquered Egypt, wrote home to the Academy in Paris to inquire what kind of music it would be expedient to employ in the mosques, and in religious services. His object was to mollify and subdue the hearts of the people, to make them yielding and receptive to the new influences which he wished to exert upon them, and to gain that control over their feelings by his arts, which he had achieved over their power by his arms.

The great educator of Massachusetts, Horace Mann, says that one of the most characteristic attributes of music is its harmonizing, pacificating influence. Harmony of sound produces harmony of feeling. In every crowded concert, or at every numerously attended musical festival, there is present a heterogeneous mass of human beings; a collection and full assortment of contrarieties and antagonisms; and yet the whole company is fused into one by the sound of music. For the time being, all enmity and acrimony of feeling are softened into kindness.

The harmonies of music poured over the conflicting elements of the soul of man, awaken, encourage, and strengthen all that is noble in his nature. Its melodies, like bright, shining lights, lead upward and onward to higher spheres, where vicious appetites, corrupt tendencies, and vulgar sensuality cannot be admitted. They

lift us from the material to the ideal, from low desires to high aspirations, from the flesh to the spirit, from earth to heaven. The vivifying and purifying power of music can hardly be better or more adequately described than in the following words of Liszt, one of its most devoted hierophants: —

"Rocks and cliffs awakened, and the stony heart dissolved, beasts of the forests were spell-bound, and the fierce instincts of man were tamed; birds listened in their song, brooks ceased their lullaby, and the coarse laugh of revelry was checked at those rounds, which proclaimed to humanity the sweet power of art, the brightness of her glory, and her enlightening harmony."

II. — Music as a Means of Happiness.

Aside from its moral and æsthetic bearings, music affords numerous helps toward the well-being of society. It is one of the best means of imparting cheerfulness, and a genial flow of spirits, and of promoting happiness. It holds a natural relationship with peace and hope, thereby calming the troubled spirit and affording recreation to the wearied mind. It lends a charm and zest to social gatherings which nothing else can give. It is a soothing companion in the long vigils of pain, and a comforting friend in misfortune or in the deeper solitude of bereavement. It disperses the clouds that envelop a solitary and monotonous life, and tempers and brightens the atmosphere of a gloomy home. As its scientific relations open its way to the intellect, so its inherent power to tranquillize or to enliven, to express the highest and most rapturous joys which ever thrill

the human soul, or to pour a delicious oblivion over suffering, renders it the means of universal pleasure and happiness.

But, if all classes of people are generally diverted and made happy by music, they whose lack of sight deprives the wounded spirit of the balm and anodyne which the benignant sisterhood of the fine arts alone can bestow, are regaled, consoled, and supported by it. They beguile their solitary hours by its practice, and at the same time exercise their intellectual faculties and improve their mental vision by studying the mathematical relations of its tones. They derive from the pursuit of this art a higher enjoyment than is afforded by the sordid luxuries of common life, and acquire some of the ideas of unity, symmetry, and beauty which nature gives to those who see. Hence musical training, blended with the graces and ornaments of a thorough culture, is to the blind an inexhaustible source of joy and happiness, as well as an essential element for success in life. With regard to its practical benefits, however, we are not left to speculation and inference alone.

III. — Music a Suitable Occupation for the Blind.

There is no doubt that the musical profession is one which the blind may follow with ease and profit to themselves and with benefit to the community. Its successful practice by so many graduates of this and kindred institutions in the country is in itself sufficient to settle the question; but the extent of the real capacity of a sightless person is not generally known. Since this is often either undervalued or exaggerated, according to circumstances, a brief statement of some facts

connected therewith may serve to correct certain errors which are current, and lead to a true understanding of the subject.

For reasons easily explained by mental philosophy, the blind are passionately fond of music, and its profession is so attractive to them, that it is commonly supposed that persons whose eyes are closed to the impression of light, must have an ear widely open to the harmonies of sound, and that sightless children have more natural talent for music than those who can see. A thorough investigation of the matter, coupled with a careful comparison of data, will show, however, that in a given number of blind and seeing persons there will be the same proportion of each qualified by nature to excel in music. Yet, beyond doubt, the sense of hearing in a blind person becomes so sharpened by training and cultivation as to become almost perfect. The reasons for this are obvious.

That part of our nature which gives us a knowledge and love of the beautiful in the external world, can be cultivated by the exercise of the senses in general; but not of any one of them in particular. Sight, hearing, touch, &c., each and all play a greater or smaller part in this operation; and when one of them is closed, the others have to perform in part its work. The blind, feeling as strong a desire as others do for that kind of stimulus with which the mind is furnished by communication with the outer world through the senses, devote themselves with double zeal to the cultivation of that of touch, and still more so to that of hearing. Hence this latter sense becomes so improved and sharpened that the relations of sounds imperceptible to ordinary lis-

teners are apparent to them; and a blind man with a trained ear and a well-developed mind finds an exhaustless pleasure in tracing out the thread of harmony which runs through all natural sounds. To him there is music not only in the human voice and in the sound of special instruments, but in every thing. From the hum of the insect to the peal of the thunder, he perceives harmony in all.

The sense of hearing is with some of the blind, however, as sluggish as it is often found among the seeing; and its improvement is a process both difficult and slow, requiring special efforts. But in many such cases zeal and patience have triumphed over the deficiencies of the ear, and an unexpected success has been the reward of industry and energy. In these instances, proper facilities for a thorough systematic and scientific musical training, as well as the strength of the will, sustained by an ardent desire for the musical profession, have often conquered nature.

There are reasons which render this profession particularly attractive to the blind, and which spur on a certain number of them to make uncommon efforts for its attainment.

In the practice of music more than in any other employment they have free scope to exercise those faculties which are scarcely impeded by darkness, and to raise themselves in the social scale. Here they can overcome all technical difficulties, and become good performers and instructors. Here they find an occupation agreeable to their susceptibilities, congenial to their tastes, and promising a successful career in practical life. Hereby, above all, they are so armed as to start in the

race of life under no disadvantages, and to compete on almost equal terms with those who see in gaining a livelihood, and becoming useful and independent members of society. History, experience, statistics, and common sense, all testify alike to the truth of this statement.

It is obvious, then, that music, taught as it is in this Institution, is not a luxury, or mere accomplishment, as some are apt to suppose, but the most effective and powerful agent in the education of the blind. Besides improving their intellect, purifying their moral nature, elevating their sentiments, refining their tastes, and promoting their happiness, it opens a wide field of profitable employment to all who have marked ability.

IV. — Work of the Past Year.

Under the faithful management of Mr. Thomas Reeves, assisted by five competent resident teachers, and of three non-resident professors, distinguished in their respective branches, the musical department has made steady advancement, and a great amount of practical work has been accomplished during the past year.

The number of pupils who have received instruction in this department during the last twelve months is eighty-eight. This does not include several who have taken lessons, but who, for want of the necessary talent or ability to study music to advantage, have been discontinued after a patient and fair trial.

Our practice has been to give elementary musical instruction to all our pupils, with the sole exception of those who are defective in hearing or utterly lacking in the capacity for perceiving, or enjoying, the harmonious

relations of sound. Such cases, however, are not very common.

Instruction in music is not postponed until after the mental faculties of the pupils have been fully developed. It begins early. Childhood is the most appropriate age for its commencement. If it be not cultivated in the early spring-time of life, its fruition becomes doubtful. Inaction enervates the musical faculties; the ear grows dull from lack of culture, and the voice unmanageable by long disuse.

The branches taught are the same as heretofore; viz., the piano, organ, class and solo singing, the flute, clarionet, cornet and other brass-band instruments, harmony, and the history of music. To these may be added a class in pedagogics, whose main object has been to commit to memory, thoroughly and minutely, the contents of an instruction-book for the piano. This has been done in the light of the experience of the instructor, Mr. Kilbourne, which he has gained since he graduated from this Institution, in teaching a large number of seeing children with satisfactory results.

It is often asked whether the blind learn to play by note or by the ear. As this Report may fall into the hands of many who are likely to make the same inquiry, the following statement will give an idea of the method by which our pupils are taught music.

All the advanced scholars have their music lessons read aloud to them by a professional reader; and, as soon as they have committed them to memory, are ready to receive the instruction of their teacher. There are three seeing young ladies employed for reading music, who devote from one to four hours a week

to each scholar. The pupils in their turn repeat occasionally to each other what they have learned, if this seem to be desirable. When a piece of music is well read, every word, dot, and line, without the omission of the smallest detail, is so distinctly transcribed and fixed in the mind of the learner, that it appears before his mental vision as clearly as the notes on the music-desk present themselves to the natural eye of the seeing musician. By the above method of reading, or dictation, a professional musician can learn, on an average, five or six pages of music per hour. Thus it may be in part understood how the blind are able to teach the seeing.

Instruction-books for all branches of music, printed according to Braille's system of tangible musical notation, would render our pupils in a great measure independent of music-readers. For want of the appropriate books in the study of harmony, the teacher has been compelled to have the pupils write in the above system, from dictation, an abstract of Richter's manual on this branch of music. This was drawn from the introduction and the first twelve chapters, and consisted of all the exercises to be worked out, together with the most important explanations, and a few of the musical examples. The whole occupies from sixty to seventy pages, and is bound in a convenient form for present and future use; but considerable valuable time has been given to it, which might another year be very advantageously devoted in some other direction, if printed books of this and similar kinds could be obtained.

During the past year two new pianofortes have been added to our collection of forty, and several old ones

repaired and put in good order. Other instruments have also been purchased, and nothing was omitted, compatible with the means of the establishment, which might tend to increase the proficiency of the music department.

Besides the ample means for a scientific instruction and thorough practice afforded at the Institution, opportunities for attendance upon performances of various kinds, and of hearing great compositions interpreted by eminent artists, have been eagerly sought and amply enjoyed by our pupils. Boston is the acknowledged centre of the profession of music in America. Owing to various causes, and most especially to the thorough musical instruction given in its schools by a corps of able and accomplished teachers, the musical taste of the community has been widely promoted, and the appreciation of excellence in music has been increased from year to year. This develops a discriminating love for what is beautiful in art, and elevates the character of public performances. To show what rare advantages are afforded in this city for musical culture, suffice it to mention, that, among numerous other classical compositions, there have been performed during the past year by eminent artists and societies of the first order, eighteen of Bach, nine of Mozart, thirty-one of Beethoven, twenty-one of Schubert, twenty-nine of Shumann, twenty-nine of Mendelssohn, and fifty-two of Chopin, together with four oratorios of Händel, and one of Mendelssohn. Thanks to the kindness and generosity of the artists, societies, and managers, whose names will be hereafter mentioned in the list of acknowledgments, our pupils have been allowed to derive great benefit

from attending most of the best concerts, rehearsals, oratorios, operas, and the like. I can assure the gentlemen who have conferred these favors upon us, that no hearers in the community can be more thoroughly appreciative of these performances than our pupils; for the reason, that, in addition to the actual sensuous gratification enjoyed on each occasion, they are conscious of the great benefit accruing to themselves as students of an art by which they are to earn their livelihood and to become independent and happy.

Tuning Department.

This department is a very important branch in our system of training the blind to become self-supporting, and has received, under the able management of Mr. J. W. Smith, all the attention which its practical ends and useful purposes merit.

The instruction therein given during the past year has been as thorough and systematic as heretofore, and the results have been satisfactory.

The pressure for admission into this department has been stronger than ever; but the fact is kept constantly in view, that there are many qualifications requisite to make a successful tuner of pianofortes, or a thorough music-teacher. Acute ear, mechanical skill, and natural talent, all are valuable possessions; but they do not suffice. To turn these to advantage, good manners, pleasing address, gentlemanly conduct, modesty in demeanor, and cleanliness in person and habits, are indispensable. Great as is the care, however, exercised in selecting those who seem well adapted in most respects, the number of pupils under instruction during

the past year has reached nineteen, and is steadily increasing. Two of the recipients of the benefits of this department have left it at the close of the term, — Charles Libby of Sanford, Me., and Charles Lindsay of Melbourne, Can. The latter graduated and returned to his home, where he has excellent prospects of success as a tuner.

The time devoted by our pupils to taking lessons and practising in the tuning-rooms varies from four to twenty-four hours a week. They are carefully and scientifically instructed in the theory and practice of the art of tuning, as well as in the construction of the pianoforte. Pains are taken not only to train their ear, but to acquaint them, by means of models of various kinds of actions, with the minutest details of their mechanism, and to make them familiar with the form, size, and relations of every part, the material of which each is composed, and the office it performs. A cabinet-organ has been added, during the past year, to the collection of instruments employed in the tuning department; and several of the pupils have been taught to tune reed organs, with promising results. If this proves a success, it will open a new field of usefulness to blind tuners, and especially to those who are obliged to seek employment in the country, the number of these instruments in the rural districts far exceeding that of pianofortes.

The outside work in tuning has more than doubled during the past year, and our best tuners have been kept steadily busy. This increase, as well as our success in obtaining the contract for tuning and keeping in good working order the pianofortes used in the schools

of Boston, is largely owing to the active sympathy given to the pupils by most of the prominent musicians in the city. Praise and thanks are due to all of them, but especially to Messrs. B. J. Lang and Carl Zerrahn, who, after a patient and conscientious trial of our tuners, have furnished them with the following recommendations: —

J. W. Smith, Esq.: *Dear Sir*, — I desire to tell you how thoroughly contented and satisfied I have been by some tuning which has been done for me by persons sent from the Perkins Institution for the Blind.

In the cases which have come under my observation, the work was excellent; in one of them the instrument has held its tune six or seven weeks, almost without disorder of any sort.

That the pianoforte tuning which may be done from your people must invariably be good I have no doubt; and I give you and them my hearty wishes for the success and patronage which is so well deserved. Yours,

B. J. LANG.

Boston, Feb. 3, 1877.

Boston, March 31, 1877.

It gives me great pleasure to state that I examined a pianoforte tuned by one of the pupils of the Institution for the Blind, and that I found the work done on the same to my perfect satisfaction.

CARL ZERRAHN.

These words of approval and countenance, coming from such eminent authorities, have done much to swell the number of our patrons, as well as to fill the blind themselves with hope and courage, and have undoubtedly had their weight in the decision by which the pianofortes of the public schools have been placed under the care of our tuning department. This event

is of so vast an importance to the blind of New England, and of the whole country, as to merit a brief notice by itself, followed by a statement of some of the reasons for the success of the blind as tuners of pianofortes.

I. — Contract for Tuning the Pianos in the Public Schools.

Nearly a year ago the attempt was made to secure the contract for tuning the pianofortes used in the public schools of the city of Boston. Application was made to the proper committee of the school-board, and the matter duly canvassed; but it was decided that it would be utterly impossible for the blind to fulfil the terms of the contract, however well qualified they might be as tuners.

Early in the spring, owing to the sudden death of the person who had taken care of the pianofortes in the public schools for many years, the contract was opened to competition. Our application was then renewed, and our claim strongly urged by the earnest friends of the blind, foremost among whom were Messrs. Charles L. Heywood and Abraham Cutter. Some of the most influential daily papers of Boston unreservedly advocated our case. Petitions were signed by numerous distinguished citizens, and by several of the leading musicians of the city (some of whom had employed blind tuners), asking the school-board to give them a trial. The members of the proper committee were interviewed; and all seemed disposed to grant our request, provided they could feel sure that the work would be thoroughly done. Satisfactory assurances on this point having been given, the contract was cheerfully awarded to this Institution, on the

ground, that, other things being equal, the blind had the first claim to the public patronage. Our tuners entered upon this new field on the 1st of May, with zeal and enthusiasm; and we believe that their work has thus far given satisfaction to all parties.

This contract is of high value to the blind in its practical bearings, as well as in its moral effects. Besides furnishing with steady work three or four sightless tuners, it will serve to eradicate some of the deeply-rooted prejudices against the abilities of all their brethren in misfortune, and give new scope and power to our tuning department.

One of the most grievous but entirely unjust burdens with which the blind are gratuitously laden, proceeds from the common supposition that they are and must ever be helpless and dependent. Their mental faculties, their moral attributes, and their social affections are hardly disputed, in this country at least. But their capacity for usefulness, their skill in handicraft, and their efficiency in arts and professions, are often doubted ,even by intelligent persons. This is a gross error of popular judgment; and every practical illustration which goes to prove the abilities of the blind will help to overcome distrust, and vindicate their claim to social equality with industrious and cultivated people. No demonstration could have accomplished this end so directly and effectually as the fact of 127 costly instruments used in the public schools of the city of Boston being placed by contract under the charge of the tuners of this Institution by a committee composed of well-informed persons and business men. The moral effects of this official recognition of the ability and proficiency of the blind tuners are

worth more to them, and to their fellow sufferers, than gold and rubies; and to the school-board of the metropolis of New England justly belongs the honor of having done justice to them, and rendered a great service to humanity. The good effects of this act are already beginning to be seen. Our tuners are steadily gaining the confidence of the community, and their services are sought and employed by some of the best families in Boston and the neighboring towns. They bring to their work a finely cultivated ear, and a thorough knowledge of the art of tuning; and, as will be shown by the following remarks, their infirmity, instead of being a drawback to them, gives certain positive advantages in their profession.

II. — Reasons for the Success of the Blind as Tuners.

That sightless persons succeed remarkably well in tuning pianofortes, and that they have in some respects decided advantages over their seeing brethren in the craft, is no matter of wonder to those acquainted with their skill. But a careful consideration of the effects of their infirmity on the remaining senses, and of the cultivation which these senses receive at schools intended for the benefit of the blind, will dispel even the shadow of a doubt from any thinking mind.

No one can deny the possibility that the optic nerve influences those of the other senses to the extent that one nerve can act on another through the medium of the brain; but the sense of sight, which generally deals with material objects, has no jurisdiction whatever in the department of sound. Here the ear reigns supreme, absolute monarch, without any rival, or even subordinate minister. Here the auditory organs alone can be advan-

tageously employed, and render efficient service. True, when we come in contact with the vibrations of sonorous bodies, there are certain sensations produced in the sensorium, even when the avenue of the sense of hearing is hermetically sealed; but these differ widely from those caused by the impression received through the auditory nerves, and are not pleasurable. Laura Bridgman says that she *hears* the brass band play; but, in point of fact, her hearing consists in a kind of sensation which is produced through the nervous fibres of her feet by coming in contact with the vibrating floor of the music-room, and of which the ordinary sensitive nerves are generally susceptible. In other words, she perceives the vibrations of bodies, by the nerves of touch, as mere tremors, a sensation wholly different in its nature from sound. Delicate and extremely exquisite as her organization is, it does not enable her to distinguish pitch, or harmony. It is the ear, therefore, and the ear alone, that deals with sounds and their qualities and relations, as the eye judges of light, or of colors and their combinations; and it is the acuteness of the ear, and not the sharpness of the eye, that enables a tuner of pianofortes to distinguish the differences of the notes, and to balance or distribute the inequalities of the scale.

Now, in consequence of the loss of sight, the blind begin early to concentrate their attention upon impressions received through the auditory nerves. They constantly employ the ear for various purposes for which seeing persons use the eyes, and they let it rest only when they are asleep. By continual and steady exercise they render it a close observer, so that they are enabled by its aid to determine distances, to avoid dangers, to thread

their way through the crowded streets of the city to their places of business or to the house of a customer, and to recognize their friends through the different tones and peculiarities of the voice. Moreover, the atmosphere of this Institution being in a high degree musical, uncommon opportunities are offered for the thorough cultivation and refinement of the ear; and its acuteness and nicety are hereby so greatly improved that the blind acquire a most astonishing power and accuracy in distinguishing the pitch and quality of sounds. Owing to their peculiar training, the sensation of the auditory organs in the blind is so increased in intensity that distant sounds are perceived by them as distinctly as remote objects are clearly discerned by the eye armed with a telescope. Hence, as far as the work of tuning is concerned, if there be any advantage possessed by one class over the other, it must necessarily be in favor of the blind.

It must be admitted, however, that in repairing pianofortes the sightless tuner is at a disadvantage, because here the hand is not guided by the ear, but directed by the eye. Nevertheless, even here there are many things which he can do quite as well as the seeing workman, although he may require a little more time. General repairing, however, should never be undertaken by any tuner, whether blind or seeing, unless he be a practical piano-maker. Many costly instruments have been injured by inexperienced workmen who have attempted to do on them what did not belong to their profession, and was beyond their knowledge and skill.

Technical Department.

An important duty of this Institution to the blind and to the public, is to exercise all its pupils in the elements of handicraft, as a part of the regular course of instruction, and train a large portion of them to such trades or special work as shall enable them to gain a livelihood.

Manual labor is of inestimable value to all men. It is a source of individual happiness and the solid foundation of general prosperity. It is as essential to domestic comfort and to social welfare as the sunlight is indispensable to the growth and health of plants. No great thing was ever won without toil. Horace says in one of his poems, that nature gives nothing to man without great labor:

> "Nihil sine magno
> Vita labore dedit mortalibus."

According to a Greek proverb, "Love of toil is the father of glory." Pictet considers the industry of the hands as the best means for the moral perfection of the individual.

But if the influences of handicraft are so beneficial in general, to the blind they are of special value. Besides offering opportunities to a large number for the profitable employment of their time, and for self-support, the practice of some kind of manual occupation is found by all blind persons a great relief, inasmuch as it serves to break up the monotony and enforced idleness which would otherwise oppress their lives, and has a most salutary effect upon their moral character and physical health.

Manual labor has always been included in our system

of education, and instruction in simple mechanical arts is given to our pupils as soon as they begin to learn the letters of the alphabet. The development of the mental faculties, and the training of the hand, proceed at an equal pace. No undue preponderance is bestowed upon the one to the neglect of the other.

In most of the asylums or workshops for the blind in Great Britain, the rule of the thumb is in the ascendency, while very little attention is paid to that of reason. The natural product is ignorant dexterity in a single direction, and these establishments bear the mark of certain characteristics common to almshouses. On the other hand, in most of the institutions for the blind in this country, a great deal of attention is bestowed upon the training of the brain, and very little upon that of the hands. The result is an increase in the number of polished peddlers, or respectable beggars. In our own, as well as in several of the other leading establishments, efforts have been unceasingly made to unite the good features of both these systems, and to join skill in handicraft, or proficiency in some other useful calling, in equal fellowship with intellectual knowledge. The fact that the blind in this country have to be thrown upon their own resources as soon as they graduate from the schools established and maintained for their benefit, without any prospect of entering the common workshops for apprenticeship in any of the mechanical arts, renders it necessary to furnish them with all available means of instruction in manual labor, regardless of expense.

The end and object of training the blind in handicraft is twofold.

Firstly. To instil into their minds a love of labor and steady application, and to train their hands so efficiently as to render them skilful and dexterous; habits of industry, prudence, and frugality being of such vital importance to the greater number of our pupils as to require a culture no less steady and careful than that bestowed upon their literary and musical attainments; Most of our graduates will be under the necessity of maintaining themselves by their own exertions, and must therefore be well qualified and thoroughly prepared to enter into the arena of practical life.

Secondly. To promote bodily activity and soundness of health, and to develop muscular strength. The workshop is to some extent a sort of gymnasium, where the pupils not only exercise their perceptive faculties, but acquire a certain degree of physical vigor and elasticity, and are trained to the command and use of their arms and limbs.

The technical department is divided into two branches, one for the boys and the other for the girls.

I. — Workshop for the Boys.

All our pupils, whether children of the rich or of the poor, whether destined to become teachers of music or of some other branch, spend a certain portion of their time daily in the shop. They repair there at fixed hours in larger or smaller numbers, and are trained to simple trades under the efficient supervision and kind care of Mr. John H. Wright. Most of them have been taught to seat cane-bottom chairs so well, as to undertake the work sent us from private families or from the factories, and several have been instructed in the making

of brooms. A few have also devoted part of their time to making mattresses in the workshop for adult blind persons.

Lessons in the conduct of actual business, and in the knowledge that can be directly applied to trades and arts, have not been neglected.

Arrangements will soon be made to teach advanced pupils who are endowed with a certain degree of mechanical skill, to upholster and repair parlor furniture.

The hours of manual labor are so arranged as not to interfere with school or musical duties, and fill vacant time which might otherwise be to some extent wasted.

II. — Workrooms for the Girls.

The female pupils have been regularly employed in various branches of handicraft. They have been taught to sew and knit, by hand and machine, and to manufacture various kinds of bead, worsted, and crochet fancy-work of great beauty and graceful patterns, which help to develop the mechanical faculties, and to give dexterity and quickness to the hand. Their workrooms have been skilfully and faithfully managed by Miss A. J. Dillingham, who displays a great deal of ingenuity and patience in contriving and introducing new designs.

Our girls are moreover trained to feel a high respect for domestic duties, and a generous ambition to be fully qualified for them. Every one is brought up with the feeling that it is an honor to be well versed in all the peculiar handicraft of women, and a disgrace to be deficient in it. To sew neatly, to do a variety of fancy-

work, to make a bed properly, to set a table tastefully, to arrange and keep a room in good order, and to be helpful and expert in all domestic duties, are indispensable factors in the education of our girls. A part of their time is daily devoted to manual labor and to domestic employments. They are required to assist in the house-work, and to give to it all the time that can be spared from study, music, or recreation.

The idea that manual labor is derogatory to a lady's dignity is absurd. It is based upon mere vanity, and leads to idleness and all the evils attendant thereupon. It betrays ignorance of human nature and of the prime factors of human happiness, and is condemned alike by history and common sense. Homer tells us of princesses drawing water from the springs, and washing with their own hands the finest linen of their families. Clytæmnestra, wife of Agamemnon, was an expert in weaving and in various domestic occupations. Penelope from the departure of her husband, Ulysses, for Ilium, until his return to Ithaca, employed herself in weaving. Omphale, queen of Lydia, used to card wool and spin in the midst of her attendant maidens. In latter times, the wife of George III. of England has been represented as spending an evening in hemming pocket handkerchiefs, while her daughter Mary sat in the corner darning stockings. Catherine the Great presented Voltaire with an elegantly constructed box made with her own hands. The Princess of Wales devoted a part of her time daily to needle-work, even while travelling in Egypt.

If in all times and all countries ladies of the highest rank have not thought it beneath their dignity to work

with their hands, surely such ideas ought not to be allowed to grow on a purely republican soil, under the beneficent influences of a civilization, the most important characteristic of which is the development of individuality in the fulness of its independence and the completeness of its humanity.

No effort has ever been spared to impress upon the minds of our female pupils, by precept and example, the importance of manual labor, and the promise of its abundant fruitage, if properly cultivated. True, there are but few profitable employments at which blind girls can work advantageously; but there are many occupations which will help them to beguile their solitary hours, to strengthen their sense of self-reliance and their feeling of independence, and to secure the development of the muscles, a point which they are too apt to neglect.

The United States Centennial Commission decreed last year to our female pupils an award for various articles of handicraft, which, according to the report of the judges, "shows well-matured plans and good work, placing it in the first rank of this class of institutions."

Increase of Blindness and its Causes.

The stern figures of statistics, collected and arranged by competent medical authorities, tell the sad story that blindness is on the increase, and that a large number of pupils and students in our schools and universities are afflicted with impaired or imperfect vision.

According to these statistics, in some parts of New England the number of blind persons has been almost doubled, while there is hardly any increase in the popu-

lation. Of the students entering the freshmen class at Harvard University, 30 per centum were found to be myopic. Of a similar class entering Amherst College, 28 per centum suffered from myopia. Of the children in the grammar school of a neighboring city between the ages of 10 and 15, about 20 per centum were found to have defective sight. Here in Boston the number of little blind children coming under my notice is much larger than formerly; and I doubt not, that carefully prepared statistics would prove that at least 20 per centum of the pupils in the public schools are afflicted either with sore eyes or defective vision. This is a most alarming thing, and ought to be properly investigated, in order that the root of the evil may be struck at, and the baneful effects of the infirmity warded off.

I am not thoroughly prepared to enter into a scientific examination of the subject, and to give an account of the causes which produce such fearful effects. But I may here say, in a few words, that if our records show any thing, it is that the causes of this evil are mostly pre-natal, and that intemperance on the part of the parents, in its broadest meaning, ill-assorted marriages, and departure from the natural laws in the modes of living and acting, besides bringing on so much misery, are the prime factors of blindness or weakness of sight.

Tobacco as a Cause of Blindness.

Among the many and various causes of blindness known to oculists, a new one has recently been recorded, — the excessive use of tobacco.

An English physician, Dr. Robert C. Newton, Jr., clinical assistant at the ophthalmic hospital in London,

published some time since a paper on this subject, showing that a peculiar form of affection of vision is undoubtedly produced by the use of tobacco. As will be seen by the following extracts from his article, his investigation of this matter is thorough, his statements clear, and his conclusions sound.

"Within the last few years," says Dr. Newton, "a condition of the optic discs has been noticed, which, from its favorable results under treatment, has led to special investigation concerning its etiology.

"As the persons in whom the lesion has been noticed are men, and users of tobacco, this particular form of impaired vision has been ascribed to the toxic effects of the narcotic weed. . . ." In all cases of this kind, after the use of tobacco has been discontinued, the vision remains as before, or, at any rate, is destroyed no further; and, after the lapse of six weeks or two months, begins to improve, while at the expiration of six months the patient's sight is normal, or nearly restored. "All other forms of atrophy of the optic nerve," adds Dr. Newton, "progress to blindness sooner or later, as the case may be; but sight is never stationary for any length of time, nor does it ever become good again, while in tobacco atrophy it becomes nearly, if not perfectly, restored. Treatment is entirely secondary. It can only assist the cure, but not effect it alone; for, if the tobacco is not discontinued, the atrophy will follow the course of all others, and end in total blindness."

Dr. Hasket Derby, of this city, published in "The Boston Medical and Surgical Journal," Nov. 5, 1874, an able article on the same subject, from which I copy the following extracts: —

"It has for some time been known that the long-continued, excessive use of alcohol or tobacco sometimes gives rise to a peculiar affection of the vision. Its acuteness slowly and regularly diminishes. There is no contraction of the visual field, no break in its continuity; but distant and near objects grow gradually indistinct, the patient often using the expression, that every thing about him is enveloped in a gradually thickening mist. Glasses are found of no avail for distant objects, though convex lenses for a time sustain the failing powers of the eye for the near. But reading and writing finally become impossible. Ultimately, if the disease progresses, the patient is unable to guide himself about, and blindness may ensue. During all this time, there is no change in the external appearance of the eye. The ophthalmoscope alone reveals a change at first, a degree of congestion of the optic nerve; towards the end, an atrophic degeneration of the same.

"This is the true *amblyopia potatorum*, or, more properly, alcohol not being its only cause, *amblyopia ex abusu*. I have had the curiosity to look through my own records in order to ascertain the comparative frequency of its occurrence. It occurred 52 times among 6,602 patients — about .8 per cent. In hospital practice, I am satisfied it occurs more frequently Of my 52 cases, 16 proceeded from the abuse of tobacco alone, five from that of alcohol, 31 from both combined."

These statements based upon the results of careful observation and enlightened experience, leave no doubt that a peculiar affection of vision is caused by the excesssve use of tobacco.

But, be this as it may, it is an incontrovertible fact,

that the use of this filthy weed is injurious to health, incompatible with cleanliness, and offensive to decency. It is equally repulsive to the outward senses and disgusting to the inward tastes. It poisons and deranges the nervous system, and causes serious diseases. Dr. Woodward, the distinguished philanthropist and physician, while superintendent of the hospital for the insane at Worcester, paid considerable attention to the injurious effects of the use of tobacco; and from his views on the subject, published in one of his early reports, I copy the following extracts: —

"Tobacco is a powerful narcotic agent; and its use is very deleterious to the nervous system, producing tremors, vertigo, faintness, palpitation of the heart, and other serious diseases. That tobacco certainly produces insanity, I am not able positively to observe; but that it produces a predisposition to it, I am fully confident. Its influence upon the brain and nervous system generally is hardly less obvious than that of alcohol, and, if used excessively, is equally injurious. The young are particularly susceptible to the influence of these narcotics. If a young man becomes intemperate before he is twenty years of age, he rarely lives to thirty. If a young man uses tobacco while the system is greatly susceptible to its influence, he will not be likely to escape injurious effects that will be developed sooner or later; and both diminish the enjoyments of life and shorten its period.

"The very general use of tobacco among young men at the present day is alarming, and shows the ignorance and devotion of the devotees of this dangerous practice to one of the most virulent poisons of the vegetable

world. The testimony of medical men of the most respectable character could be quoted to any extent to sustain these views of the deleterious influence of this dangerous narcotic.

"Dr. Rush says of tobacco: 'It impairs appetite, produces dyspepsia, tremors, vertigo, headache, and epilepsy. It injures the voice, destroys the teeth, and imparts to the complexion a disagreeable, dusky brown.'

"Dr. Boerhaave says that 'since the use of tobacco has been so general in Europe the number of hypochondriacal and consumptive complaints has increased by its use.'

"Dr. Cullen says: 'I have known a small quantity, snuffed up the nose, to produce giddiness, stupor, and vomiting. There are many instances of its more violent effects, even of its proving a mortal poison.'

"Dr. Darwin says: 'It produces diseases of the salivary glands and the pancreas, and injures the power of digestion, by occasioning the person to spit off the saliva which he ought to swallow.'

"Dr. Chapman says: 'Two young men were in succession brought to me for advice, whom I found in a state of insanity very much resembling delirium tremens. Each had chewed and smoked tobacco to excess, though perfectly temperate as regarded drink. The further account given me was, that, in early life, adopting this bad practice, it grew with their growth. Dyspepsia soon occurred, attended by great derangement of the nervous system, and, ultimately, the mania I have mentioned. But I have also seen the same condition very speedily induced.'"

Such is the testimony of medical authorities on the deleterious effects of the use of tobacco in any form. The practice of chewing is undoubtedly the most unpleasant of all, and is never indulged in in places of amusement or in public conveyances without downright injustice to others. This practice, objectionable as it is everywhere and in all men, is particulary so when carried on in institutions of learning, and by persons who, on account of a defective organization, are apt to suffer extremely from its poisonous effects.

For these and many other reasons the use of tobacco in any form is strictly forbidden by our rules; and I take great pleasure in reporting that our pupils are free from habits which are too common in our days.

Closing Observations.

In submitting this Report, gentlemen, to your forbearing and indulgent consideration, I beg leave to put on record my obligations to the matron, teachers, housekeepers, and attendants of this establishment for their cordial support and earnest co-operation in the management of its affairs. I feel great satisfaction in stating that the high moral tone of the household, the prevailing spirit of good-will and kindness among its numerous members, and the trusting and friendly relations existing between the pupils and those who have charge of them, are brought about by the gentle but firm influence exerted by the above-named officers.

Finally, I would desire to express my sincere thanks to you, gentlemen, for the kindness and courtesy which you have been pleased to manifest towards me, and to

assure you that no earnest endeavor shall be wanting on my part to merit the continuance of the confidence which you have so generously awarded me.

Respectfully submitted by

M. ANAGNOS,
Director.

APPENDIX.

Acknowledgments.

Grateful acknowledgments are herewith returned to the editors and proprietors of the following reviews, magazines, and weekly or semi-monthly papers, for copies sent gratuitously to the Institution during the past year: —

Unitarian Review,	*Boston, Mass.*
The Journal of Speculative Philosophy,	*St. Louis, Mo.*
The New Englander,	*New Haven, Conn.*
Lippincott's Magazine,	*Philadelphia, Penn.*
The Atlantic Monthly	*Boston, Mass.*
Wide Awake,	" "
The Nursery,	" "
The Nation,	*New York City.*
The Christian Union,	" " "
The Literary World,	*Boston, Mass.*
The Golden Rule,	" "
Dwight's Journal of Music,	" "
The Folio,	" "
Saturday Evening Gazette	" "
The Eclectic	*New York City.*
The Goodson Gazette,	*Virginia Institute for Deaf and Dumb, and Blind.*
The Tablet,	*West Virginia Institute for Deaf and Dumb, and Blind.*
Philomathean Argus,	*Ohio Institution for the Blind.*

These publications have been a great source of instruction and pleasure to our pupils, and we beg of their generous editors and proprietors the continuance of these favors.

Acknowledgments for Musical Privileges.

We are also placed under renewed obligations to the following societies, artists, and managers for having permitted our pupils to attend the best concerts, rehearsals, recitals, matinees, operas, and oratorios given in the city: —

To Mr. John S. Dwight, president of the Harvard Musical Association, for season tickets to the symphony concerts and admission to the public rehearsals of the same, a privilege which the pupils of this Institution have enjoyed at his hands from the beginning of these concerts.

To Mr. C. C. Perkins, president of the Händel and Haydn Society, for the privilege of attending three oratorios and the public rehearsal of a fourth.

To Mr. Orlando Tompkins for admitting, in his generous way, parties in unlimited numbers to seven operas.

To Mr. Theodore Thomas, for allowing our pupils to attend two of his concerts.

To Mr. A. P. Peck, superintendent of the Music Hall, for fifty tickets to the concert of Miss Emma Abbott.

To Mr. George L. Osgood, for admission to one concert and to several rehearsals of the Boylston Club.

To the School Board of the City of Boston, for the privilege of attending the public school festival.

To Mr. W. H. Sherwood, for admission to the concert of Miss F. Kellogg.

To the following distinguished artists for admitting our pupils to their classical chamber concerts: Mr. Ernst Perabo, to one; Mr. Hugo Leonhard, to two; the Mendelssohn Quintette Club, to two; Madame Essipoff, to four; Mr. and Mrs. W. H. Sherwood, to four. The latter artist was so kind as to make two visits to the Institution for the sole purpose of playing to the pupils and forming their acquaintance. On the second of these visits she was accompanied by Mr. Sherwood, and gave a superb piano recital, to the delight of our inmates.

Mr. Eugene Thayer, assisted by his pupils, resumed, during the spring, his classical organ recitals in the hall of the Institution,

varying them in an interesting manner by brief and spicy lectures on the great organs and organists of Europe, and on church music.

In expressing my heartfelt thanks to the above ladies and gentlemen and their associates for the kindness and generosity which they have shown to the musical students of this Institution, I beg leave to assure them that they could hardly find more appreciative hearers upon whom to bestow their most valuable favors.

M. ANAGNOS.

DR. PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, *in account with* H. ENDICOTT, *Treasurer*. CR.

1876-7.	To balance due Treasurer September 30, 1876	$3,848 21	1876-7.	By cash from State of New Hampshire, 1875-76	$2,100 00
	cash paid Auditor's drafts	58,148 83		Massachusetts, 1876-77	30,000 00
	repairs and insurance on real estate	639 38		Maine	3,625 00
	loan secured by mortgage	5,000 00		New Hampshire	3,075 00
	balance cash on hand	2,836 75		Vermont	1,500 00
				Rhode Island	2,375 00
				Connecticut	4,425 00
				Dividends, Boston and Providence R. R. Co.	210 00
				Dividends, Fitchburg R. R. Co.	240 00
				Coupons, New York Central R. R. Co.	150 00
				Interest on Mortgage Notes	1,583 34
				Return premium Mechanics' Mut. Ins. Co.	144 60
				Rents	890 66
				Sale of $5,000, New York Central Bonds	5,060 50
				M. Anagnos, Director, —	
				Work Department $12,730 89	
				Sundries 2,363 18	
					15,094 07
		$70,473 17			$70,473 17
			1877.		
			Sept. 29.	By balance	$2,836 75

BOSTON, Sept. 29, 1877. E. E. HENRY ENDICOTT, *Treasurer*.

The undersigned, a committee appointed to examine the accounts of the Perkins Institution and Mass. School for the Blind, for the year 1876-7, have attended to that duty, and hereby certify that they find the accounts properly vouched and correctly cast, and that there is a balance in the hands of the Treasurer of twenty-eight hundred and thirty-six 75-100 dollars.

The Treasurer also exhibits to us evidence of the following property belonging to the Institution: —

Estate on Oxford Street, city valuation	$6,800 00	30 shares Boston and Providence R. R. Co., market value, $125	$3,750 00
No. 144 Prince Street, city valuation	5,000 00	40 shares Fitchburg R. R. Co., market value, $104.50	4,180 00
No. 197 Endicott Street, city valuation	3,200 00		
Notes secured by mortgage on real estate	25,000 00		$47,930 00

G. HIGGINSON,
A. T. FROTHINGHAM, } *Auditing Committee.*

Detailed Statement of Treasurer's Account.

Dr.

1876-1877.				
	To balance due Treasurer, Sept. 30, 1876			$3,848 21
	drafts of the Auditors of Accounts			58,148 83
	repairs and insurance on real estate			639 38
	loan secured by mortgage			5,000 00
	cash on hand Sept. 29, 1877			2,836 75
				$70,473 17

Cr.

1876.				
Oct. 2.	By cash from State of Massachusetts			$7,500 00
Nov. 2.	from State of New Hampshire			2,100 00
25.	from Boston & Providence R. R. dividend			120 00
Dec. 4.	from N. Y. Central R. R. coupons			150 00
	from rents			88 00
1877.				
Jan. 3.	from State of Massachusetts			7,500 00
12.	from Fitchburg R. R. dividends			120 00
12.	from rents			271 90
17.	from sale of N. Y. Central R. R. bonds			5,060 50
31.	from M. Anagnos, Director, as per following:			
	from town of Richmond, account Woodmansie girls	$24 60		
	income of legacy to Laura Bridgman	130 00		
	A. W. Lowe, account of daughter	25 00		
	Town of Dedham, acc't Mary O'Hare	20 75		
	sale of books in raised print	42 79		
	receipts of work department: —			
	For October	$1,042 03		
	November	1,255 40		
	December	1,095 86		
			3,393 29	
				3,636 48
	From interest on mortgage notes			833 34
Apr. 3.	State of Massachusetts			7,500 00
	rents			255 49
30.	M. Anagnos, Director, as per following: —			
	income of legacy to Laura Bridgman	$70 00		
	sale of books	55 70		
	Laura Bridgman, acc't of engravings	2 00		
	sale of writing tablets	11 62		
	of brooms, acc't of Boys' Shop	96 57		
	of old barrels, &c.	45 48		
	of admission tickets	32 81		
	tuning	80 00		
	Amounts carried forward		$394 18	$35,135 66

	Amounts brought forward	$394 18	$35,135 66	
1877.				
Apr. 30.	From receipts of work department: —			
	For January . . $1,352 99			
	February . . 342 66			
	March . . . 1,069 12			
		2,764 77		
				3,158 95
June 27.	From return premium Mechanics' Mut. Ins. Co. .			144 60
July 2.	State of Massachusetts			7,500 00
3.	rents			275 27
25.	M. Anagnos, Director, as per following: —			
	sale of books in raised print . .	$35 00		
	City of Boston, tuning school pianos	200 00		
	H. T. Bray, account of board and tuition	200 00		
	receipts of work department: —			
	For April . . . $945 41			
	May . . . 1,109 52			
	June . . . 1,497 44			
		3,552 37		
				3,987 37
31.	Boston & Providence R. R. dividend . .			90 00
	Fitchburg R. R.			120 00
	interest on mortgage notes			750 00
Aug. 16.	State of Rhode Island			2,375 00
	of New Hampshire			3,075 00
	of Maine			3,625 00
	of Vermont			1,500 00
	of Connecticut			4,425 00
Sept. 29.	M. Anagnos, Director, as per following: —			
	State of Rhode Island, account Henry Lanergan	$20 00		
	sale of boat	24 00		
	J. B. Winsor, account of son . .	300 00		
	income of legacy to Laura Bridgman	50 00		
	sale of books in raised print . .	244 14		
	of admission tickets . . .	36 26		
	of old barrels, junk, &c. . .	11 14		
	of writing tablets . . .	19 15		
	of brooms, acc't boys' shop .	70 29		
	of soap-grease . . .	43 53		
	tuning	80 50		
	town of Brimfield, ac't Geo. Needham	2 00		
	salesroom, for board of clerk and saleswoman	189 85		
	salesroom, use of horse and wagon, one year	200 00		
	Amounts carried forward . . .	$1,290 86	$66,161 85	

1877.	*Amounts brought forward* . . .		$1,290 86	$66,161 85
	Receipts of work department:—			
	For July	$959 51		
	August	754 67		
	September . . .	1,306 28		
			3,020 46	
				4,311 82
				$70,473 17

ANALYSIS OF TREASURER'S ACCOUNT.

The Treasurer's Account shows that the total receipts during the year were $70,473 17

Ordinary Receipts.

From the State of Massachusetts . . .	$30,000 00	
beneficiaries of other States and individuals	17,944 35	
interest, coupons, and rents . . .	3,074 00	
		$51,018 35

Extraordinary Receipts.

From work department for sale of articles manufactured by the blind . . .	$12,730 89	
sale of N. Y. Central R. R. bonds . .	5,060 50	
of books in raised print . . .	377 63	
tuning pianos	360 50	
sale of writing tablets	30 77	
of brooms, account boys' shop . .	166 86	
of admission tickets	69 07	
of old barrels, junk, soap-grease, &c. .	100 15	
of one-half share of boat . . .	24 00	
net premium Mechanics' Mut. Ins. Co. .	144 60	
salesroom for use of horse and wagon one year	200 00	
for board of clerks . . .	189 85	
		19,454 82
		$70,473 17

GENERAL ANALYSIS OF THE STEWARD'S ACCOUNT.

DR.

Balance of draft on hand, Oct. 1, 1876 . .	$498 92	
Receipts from Treasurer on Auditor's drafts .	58,148 83	
	$58,647 75	
Less balance of draft on hand, Oct. 1, 1877 .	485 16	
		$58,162 59

CR.

Ordinary expenses, as per schedule annexed .	$37,971 01	
Extraordinary expenses, as per schedule annexed .	20,191 58	
		$58,162 59

ANALYSIS OF EXPENDITURES FOR THE YEAR ENDING SEPT. 30, 1877, AS PER STEWARD'S ACCOUNT.

Meat, 31,001 lbs.		$3,271 48
Fish, 4,540 lbs.		275 29
Butter, 4,242 lbs.		1,315 53
Rice, sago, etc., 371 lbs.		49 61
Bread, flour, meal, etc.		1,048 30
Potatoes and other vegetables		714 73
Fruit		223 76
Milk, 19,201 qts.		1,096 04
Sugar, 5,133 lbs.		585 72
Tea and coffee, 455 lbs.		149 62
Other groceries		681 81
Sundry articles of consumption		218 31
Gas and oil		403 50
Coal and wood		1,745 84
Salaries, superintendence, and instruction		13,904 09
Domestic wages		3,879 00
Outside aid		161 62
Medicine and drugs		17 70
Furniture and bedding		1,121 29
Clothing and mending		14 16
Musical instruments		832 72
Expenses of stable		543 34
of boys' shop		157 18
of printing office		58 75
Books, stationery, apparatus, etc.		2,282 97
Ordinary construction and repairs		1,406 16
Taxes (water, &c.)		502 28
Insurance		545 25
Travelling expenses		87 67
Rent of office in town		250 00
Board of man and clerk during vacation		88 56
of blind man		42 85
Expenses of tuning department		250 08
Sundries		45 80
		$37,971 01
Extraordinary Expenses.		
Extraordinary construction and repairs	$4,986 30	
Bills to be refunded	86 32	
Expenses of work department	15,118 96	
		20,191 58
		$58,162 59

GENERAL ABSTRACT OF ACCOUNT OF WORK DEPARTMENT, OCTOBER 1, 1877.

Liabilities.

Due Institution for investments at sundry times since the first date	$34,049 23	
Excess of expenditures over receipts	2,388 07	
Due sundry individuals	939 50	
		$37,376 80
Assets.		
Stock on hand October 1, 1877	$4,678 87	
Debts due	1,271 18	
		5,950 05
		$31,426 75
Balance against work department October 1, 1877		$31,426 75
" " " " October 1, 1876		29,677 48
Cost of carrying on workshop		$1,749 27

DR.

Cash received for sales, &c., during the year	$12,730 89	
Excess of expenditures over receipts	2,388 07	
		$15,118 96

CR.

Liabilities of October 1, 1876	$1,796 58	
Salaries and wages paid blind persons	3,227 23	
seeing persons	2,991 29	
Sundries for stock, &c.	7,103 86	
		$15,118 96

Account of Stock, October, 1877.

Real estate	–	$252,100 00
Railroad stock	–	7,930 00
Notes secured by mortgage	–	25,000 00
Cash	–	3,321 91
Household furniture	–	16,581 41
Provisions and supplies	–	524 76
Wood and coal	–	1,650 09
Musical department, viz. :		
One large organ	$5,500 00	
Three small organs	730 00	
Forty-one pianos	9,742 00	
Violins	200 00	
Brass and reed instruments	1,926 53	
		18,098 53
Books in printing office	–	1,000 00
Stereotype plates	–	840 12
School furniture and apparatus	–	3,060 00
Musical library	–	600 00
Library of books in common type	–	900 00
Library of books in raised type	–	5,000 00
Boys' shop	–	145 49
Stable and tools	–	1,064 75
Boat	–	20 00
		$337,837 06

LIST OF EMBOSSED BOOKS

Printed at the Perkins Institution and Massachusetts School for the Blind.

TITLE OF BOOK.	No. of Volumes.	Price per bound Volume of those for sale.	Price per unb'nd Volume.
Lardner's Universal History	3	$4 00	$2 75
Howe's Geography	1	2 50	1 50
Howe's Atlas of the Islands *	1	3 00	–
Howe's Blind Child's First Book *	1	1 25	–
Howe's Blind Child's Second Book *	1	1 25	–
Howe's Blind Child's Third Book *	1	1 25	–
Howe's Blind Child's Fourth Book *	1	1 25	–
First Table of Logarithms	1	3 00	1 75
Astronomical Dictionary	1	2 00	–
Rudiments of Natural Philosophy*	1	4 00	2 75
Philosophy of Natural History	1	4 00	–
Guyot's Geography	1	4 00	2 75
Cyclopedia	8	4 00	2 50
Natural Theology	1	4 00	2 50
Combe's Constitution of Man	1	4 00	2 50
Pope's Essay on Man *	1	2 00	–
Baxter's Call	1	4 00	2 75
Book of Proverbs	1	3 00	1 75
Book of Psalms	1	3 25	2 00
New Testament (small)	4	4 00	2 75
Book of Common Prayer	1	4 00	3 00
Hymns for the Blind *	1	3 00	1 75
Pilgrim's Progress	1	4 00	2 75
Life of Melanchthon	1	2 00	1 00
Old Curiosity Shop	3	4 00	3 00
Shakespeare's "Hamlet" and "Julius Cæsar"	1	4 00	3 00
Hebrew Melodies and Childe Harold	1	3 00	2 00
History of United States	1	3 75	2 50
Child's History of England	2	4 00	2 75
Selections from the Works of Swedenborg	1	–	–
Memoir of Dr. Samuel G. Howe	1	3 00	–
Cutter's Anatomy, Physiology, and Hygiene, in press	1	–	–

Writing-cards	$0 15
Braille's French Tablets, with cloth bed	1 25
Braille's New Tablets, with cloth bed	1 00
Daisy Tablet	3 75

Complete Set of Wall Maps, in relief. — EUROPE, size 61 × 49 inches; ASIA, 52 × 48; AFRICA, 61 × 49; UNITED STATES, 60 × 47; SOUTH AMERICA, 52 × 47; OCEANICA, 60 × 50. The MAP of the WORLD, both mercator and globular, 51 × 48. Price, $38.00 apiece.

Set of dissected maps.—EUROPE, 30 × 32; ASIA, 33 × 31; AFRICA, 30 × 32; SOUTH AMERICA, 33 × 27. Price, $25.00 apiece. UNITED STATES, 51 × 47. Price, $30.00.

N.B. Maps of any size can be promptly made to order. (See p. 69.)

Books loaned gratuitously to any blind person who offers sufficient security that they will not be abused, and will be returned.

* Stereotyped.

LIST OF BOOKS AND MUSIC

Printed and Appliances made by the British and Foreign Association for promoting the Education and Employment of the Blind.

[The prices quoted are in English coin.]

Books Embossed in Braille Type.

"Key to Braille reading and writing"	0*s.*	6*d.*
"Key to Braille reading," for the seeing, in ordinary type	0	0½
"Hymns for Advent"	0	6
"The Sacrifice," &c., by George Herbert	0	6
"Birds of Passage," and other poems	0	6
"Anecdotes of Dogs"	0	6
"John Gilpin"	0	6
"Village Blacksmith," and "Psalm of Life"	0	3
"The Sparrow's Nest," &c.	0	3
"The Poplar Field," &c.	0	3
Milton's Samson Agonistes	5	0
Braille Alphabet	0	0½
The Lord's Prayer	0	0½
The Lord's Prayer (in contracted Braille)	0	0½
Exercises on the first ten letters	0	0½
Multiplication-table	0	0½
Addition-table	0	0½
Spelling-Book	4	0
Primer	0	6
First Royal Reader (Nelson's series)	1	9
Second Royal Reader " "	4	0

Music.

Czerney, Op. 821	1*s.*	0*d.*
Selections from Hamilton	0	9
The first two of six progressive Sonatinas (*Clementi*)	0	9
Seven Hymn Tunes — ancient and modern	0	6
Embossed Key to Musical Notation	0	6
The same in ordinary type, for the seeing	0	2
Musical Characters used by the seeing, embossed	0	6
Braille Index to Musical Characters	0	6
Musical Alphabet	0	0½

Geography.

Eastern Hemisphere	1*s.*	0*d.*
Western Hemisphere	1	0
Guide to Hemispheres	1	6

Map of Europe	1*s.*	0*d.*
Map of Europe, plain	0	6
Guide to Europe	1	0
Map of England, showing mountains	3	6
Map of England, elementary, with index	3	0
Map of Australia	1	0
Map of Australia, plain	0	6
Guide to Australia	0	3
Map of Palestine	0	2
Guide to Palestine	0	2
Map of South America	0	2
Guide to South America	0	2
Map of Ireland	0	4
Guide to Ireland	0	3
Map of United States	0	6
Guide to United States	0	6
Map of Scotland	0	6
Guide to Scotland	0	6
Globes (made in Berlin)	30	0
Countries visited by St. Paul	0	9
Guide to Countries visited by St. Paul	0	6

Frame and Style for writing Braille	3*s.*	0*d.*
Frame and Style for writing Braille, for pocket	1	6
Style	0	1
Cards for pencil-writing	0	0½
The Education and Employment of the Blind, by T. R. Armitage, M.D.	2	6

The above books and appliances can be had at this Institution at actual cost.

TERMS OF ADMISSION.

Young blind persons, of good moral character, can be admitted to the school by paying $300 per annum. This sum covers all expenses, except for clothing; namely, board, washing, the use of books, musical instruments, &c. The pupils must furnish their own clothing, and pay their own fares to and from the Institution. The friends of the pupils can visit them whenever they choose.

Indigent blind persons, of suitable age and character, belonging to Massachusetts, can be admitted gratuitously, by application to the governor for a warrant.

The following is a good form, though any other will do: —

"*To His Excellency the Governor:*

"SIR, — My son (or daughter, or nephew, or niece, as the case may be) named ——, and aged ——, cannot be instructed in the common schools, for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts School for the Blind, and I request that your Excellency will give a warrant for free admission.

"Very respectfully, —— ——."

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate from one or more of the selectmen of the town, or aldermen of the city, in this form: —

"I hereby certify that, in my opinion, Mr. —— —— is not a wealthy person, and that he cannot afford to pay $300 per annum for his child's instruction. (Signed) —— ——."

There should be a certificate, signed by some regular physician, in this form: —

"I certify that, in my opinion, —— —— has not sufficient vision to be taught in common schools; and that he is free from epilepsy, and from any contagious disease. (Signed) —— ——."

These papers should be done up together, and forwarded to the DIRECTOR OF THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

An obligation will be required from some responsible persons, that the pupil shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the Institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years. Indigent blind persons residing in Maine, New Hampshire, Vermont, Connecticut, and Rhode Island, by applying as above to the Governor, or the "Secretary of State," in their respective States, can obtain warrants for free admission.

The relatives or friends of the blind who may be sent to the Institution are requested to furnish information in answer to the following questions: —

1. What is the name and age of the applicant?
2. Where born?
3. Was he born blind? If not, at what age was his sight impaired?
4. Is the blindness total, or partial?
5. What is the supposed cause of the blindness?
6. Has he ever been subject to fits?
7. Is he now in good health, and free from eruptions and contagious diseases of the skin?
8. Has he ever been to school? If yes, where?
9. What is the general moral character of the applicant?
10. Of what country was the father of the applicant a native?
11. What was the general bodily condition and health of the father, — was he vigorous and healthy, or the contrary?
12. Was the father of the applicant ever subject to fits or to scrofula?
13. Were all his senses perfect?
14. Was he always a temperate man?
15. About how old was he when the applicant was born?
16. Was there any known peculiarity in the family of the father of the applicant; that is, were any of the grandparents, parents, uncles, aunts, brothers, sisters, or cousins, blind, deaf, or insane, or afflicted with any infirmity of body or mind?
17. If dead, at what age did the father die, and of what disorder?
18. Where was the mother of the applicant born?
19. What was the general bodily condition of the mother of the applicant, — strong and healthy, or the contrary?
20. Was she ever subject to scrofula or to fits?
21. Were all her senses perfect?
22. Was she always a temperate women?
23. About how old was she when the applicant was born?
24. How many children had she before the applicant was born?
25. Was she related by blood to her husband? If so, in what degree, — first, second, or third cousins?

26. If dead, at what age did she die, and of what disorder?

27. Was there any known peculiarity in her family; that is, were any of her grandparents, parents, uncles, aunts, sisters, brothers, children, or cousins, either blind, or deaf, or insane, or afflicted with any infirmity of body or mind?

28. What are the pecuniary means of the parents or immediate relatives of the applicant?

29. How much can they afford to pay towards the support and education of the applicant?

For further particulars, address M. ANAGNOS, DIRECTOR OF THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

PUBLIC DOCUMENT..... .....No. 27.

Stanford University
MAY
26
19

FORTY-SEVENTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1878.

BOSTON:
Rand, Avery, & Co., Printers to the Commonwealth,
117 FRANKLIN STREET.
1879.

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1879.

Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
BOSTON, Oct. 14, 1878.

To the Hon. HENRY B. PEIRCE, *Secretary of State.*

DEAR SIR, — I have the honor to transmit to you, for the use of the legislature, a copy of the Forty-Seventh Annual Report of the Trustees of this Institution to the Corporation thereof, together with the usual accompanying documents.

Respectfully,

M. ANAGNOS,
Secretary.

OFFICERS OF THE CORPORATION.

1878-79.

SAMUEL ELIOT, *President.*
JOHN CUMMINGS, *Vice-President.*
HENRY ENDICOTT, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

ROBERT E. APTHORP.
FRANCIS BROOKS.
JOHN S. DWIGHT.
JOSEPH B. GLOVER.
J. THEODORE HEARD, M.D.
HENRY LEE HIGGINSON.
ANDREW P. PEABODY, D.D.
EDWARD N. PERKINS.
JOSIAH QUINCY.
SAMUEL G. SNELLING.
JAMES STURGIS.
GEORGE W. WALES.

STANDING COMMITTEES.

Monthly Visiting Committee,

Whose duty it is to visit and inspect the Institution at least once in each month.

1879.	January . . . R. E. APTHORP.	1879.	July . . . . . A. P. PEABODY.
	February. . . FRANCIS BROOKS.		August . . . . E. N. PERKINS.
	March . . . . . J. S. DWIGHT.		September . . JOSIAH QUINCY.
	April . . . . . J. B. GLOVER.		October . . . . S. G. SNELLING.
	May . . . . . J. T. HEARD.		November . . JAMES STURGIS.
	June . . . . . H. L. HIGGINSON.		December . . GEO. W. WALES.

Committee on Education.

J. S. DWIGHT.
A. P. PEABODY.
JOSIAH QUINCY.

House Committee.

E. N. PERKINS.
G. W. WALES.
FRANCIS BROOKS.

Committee of Finance.

R. E. APTHORP.
J. B. GLOVER.
JAMES STURGIS.

Committee on Health.

J. THEODORE HEARD.
E. N. PERKINS.
H. L. HIGGINSON.

Auditors of Accounts.

ROBERT E. APTHORP.
SAMUEL G. SNELLING.

OFFICERS OF THE INSTITUTION.

DIRECTOR.

M. ANAGNOS.

MEDICAL INSPECTOR.

JOHN HOMANS, M.D.

LITERARY DEPARTMENT.

Miss M.ª L. P. Shattuck.
Miss J. R. Gilman.
Miss Julia Boylan.
Miss Della Bennett.
Miss Lida J. Parker.
Miss S. L. Bennett.

Miss Mary Moore.

MUSICAL DEPARTMENT.

Resident Teachers.

Thomas Reeves.
Frank H. Kilbourne.
Miss Freda Black.
Miss Lizzie Riley.
Miss Lucy Hammond.

Assistant.

Miss Arianna Carter.

Non-Resident Teachers.

Mrs. Kate Rametti.
Henry C. Brown.
C. H. Higgins.

Music Readers.

Miss Allie S. Knapp.
Miss K. M. Plummer.
Miss M. L. Allen.

TUNING DEPARTMENT.

J. W. Smith, *Instructor and Manager.*

INDUSTRIAL DEPARTMENT.

Workshops for Juveniles.

J. H. Wright, *Work Master.*
Miss A. J. Dillingham, *Work Mistress.*
Thomas Carroll, *Assistant.*
Miss H. Kellier, *Assistant.*

Workshop for Adults.

A. W. Bowden, *Manager.*
P. Morrill, *Foreman.*
Miss M. A. Dwelly, *Forewoman.*
Miss E. M. Whittier, *Clerk.*

DOMESTIC DEPARTMENT.

Steward.

A. W. Bowden.

Matron.

Miss M. C. Moulton.
Miss A. F. Cram, *Assistant.*

Housekeepers in the Cottages.

Mrs. M. A. Knowlton.
Miss A. J. Dillingham.
Miss Bessie Wood.
Miss Lizzie N. Smith.

Miss E. B. Webster, *Book-keeper.*

PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION.

BOSTON, Oct. 2, 1878.

THE meeting was called to order by the president, Dr. Samuel Eliot, at four o'clock P.M.

The minutes of the last annual meeting were read by the secretary and declared approved.

The report of the trustees and that of the director were presented, accepted and ordered to be printed.

The treasurer, Mr. Henry Endicott, read his report, the acceptance of which was followed by the election of officers for the ensuing year.

It was then voted that the second by-law be amended, so that the annual meeting of the corporation shall hereafter be held on the second instead of the first Wednesday in October.

This concluded the usual business, and the members of the corporation then proceeded to the reception-room, where a marble bust of Dr. Howe was presented to them by the director on the part of Mr. George W. Wales, now absent in Europe. The president, Dr. Samuel Eliot, in accepting the gift in behalf of the corporation, spoke as follows: —

"Mr. Director, I am sure that the corporation are not content to receive the gift of this bust in silence. They must wish that some one should speak for them, and I therefore offer myself to express the feelings which move them

all. No bust, no likeness of any kind, is needed to keep Dr. Howe in our minds, or in those of the inmates of this Institution. He lives here almost as evidently, and altogether as really, as before he departed, and his memory will be cherished by those who come after us as long as there are any to come. But we are not the less thankful to our friend and associate, whom you represent, and to whom we beg you to make known our thankfulness, for this admirable bust, admirable both as a work of art and as a likeness, and which we trust will long adorn the school, and revive its most cherished recollections, should they ever need revival. It seems peculiarly appropriate that one who knew Dr. Howe so well, and was associated with him for so many years as Mr. Wales, should be the giver of this memorial. We accept it, sir, for ourselves and for our successors, and promise it careful and honorable keeping."

The meeting was then dissolved, and the members of the corporation proceeded with the invited guests to visit the school and inspect the premises.

M. ANAGNOS,
Secretary.

Commonwealth of Massachusetts.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
BOSTON, Sept. 30, 1878.

TO THE MEMBERS OF THE CORPORATION.

Gentlemen, — The undersigned, Trustees, respectfully submit to your consideration their forty-seventh annual report upon the affairs of the Institution.

It embraces the usual record of their transactions for the financial year which closes to-day, and a statement of the progress and wants of the establishment, and is accompanied by such documents and information as are required by law and usage.

A BRIEF REVIEW OF THE PAST YEAR.

The history of the past year, like that of the preceding one, has been quite uneventful.

General prosperity has attended the concerns of the Institution since our last report was laid before you. Its course of usefulness has been uninterrupted; and we have good reason to believe that the favor with which it has so long been regarded by the community, has continued undiminished.

The present number of blind persons immediately connected with the establishment in all its departments as pupils, instructors, and workmen and workwomen is 158.

The health of the household has been, with few exceptions, very good; and it is no small cause of gratitude that entire years should pass away without a single death.

The comfort and happiness of the inmates have been judiciously attended to, and their improvement has been very gratifying.

The attention paid to cleanliness, exercise, a wholesome and generous diet, and to the division of the hours of study, music, labor, recreation and rest, is apparent in the healthful appearance of the pupils, and in the zest with which they pursue their occupations.

The numerous inmates of the establishment, their countenances beaming with intelligence, contentment and happiness, seem like members of one large family, bound together by a common tie of affection and reciprocal regard.

The work of the Institution in its various branches has been diligently carried forward with a commendable degree of success.

The methods and appliances of instruction and training have undergone such changes and improvements, and received such additions, as steady progress and enlightened experience seemed to demand.

The quarterly reports of the Director made to our Board have set forth minutely the admissions and discharges, and have kept us informed of the details of the internal management of the school.

Besides these, we have ourselves exercised general supervision over the immediate operations of the establishment by formal and informal visits and careful inspection and examination of the premises; and we are happy to express our entire satisfaction with the manner in which its administration has been conducted.

The matured experience and discretion of faithful and conscientious officers and the harmony existing among them, have greatly contributed to the high moral tone of the household and to the general prosperity of the school.

Such is, in brief, the history of the past year. For a detailed account of the Institution in its several departments, as well as of its present condition and prospects, we refer you to the report of the director, which is herewith submitted. From his exhibit, and especially from a minute scrutiny of the administration of the establishment, it will be found that there is abundant reason to congratulate ourselves upon its continued success.

The Education and Training of the Blind.

The nature and objects of this Institution, despite the change of its name by the substitution of the word school for asylum, seem still so imperfectly understood by the many, that perhaps a few words of explanation may not be amiss here.

As has been repeatedly stated in our annual reports, the establishment is purely an educational one, and has been so conducted as to prevent it from degenerating into an asylum or refuge. It constitutes an important link in the great chain of public schools, and aims at

the intellectual and moral culture of the blind, and their social elevation. It proposes to teach them self-reliance, independence, manliness, pride of character, and the love of truth. Its system of education includes the development of all their powers, both mental and bodily, and the increase of their activity and manual dexterity. It intends to train them in various pursuits by means of which they may be able to earn a livelihood in these days when the struggle for life is so hard and the law of the survival of the fittest is becoming very general.

In advocating the cause of the education of the blind, and endeavoring to obtain for them those advantages to which in fairness they are entitled, we ask for no special favors, nor for privileges arising from the generous sources of pity, and justified on the score of sympathy and indulgence. We vindicate a higher claim. We appeal to the sense of justice and not to the tender feelings of charity in the community. We assert the right of the blind to demand a participation in all benefits which our State provides for every child in the Commonwealth, maintaining that, since they cannot be taught in the common schools, an express provision must be made for the purpose; and we must gratefully acknowledge that the claim has been promptly recognized and cheerfully accorded to them.

This policy, founded upon the rock of equity, while it is honorable to the State and creditable to its people, acts favorably upon the blind themselves. It strengthens their good impulses, and fosters in them an upward tendency and a noble determination to become useful and independent. It inspires them with self-respect,

and makes them aim at a higher place in the social scale than they would otherwise seek.

How far the system of education and training adopted in our Institution has succeeded in the fulfilment of its object, and how high the standard of the mental and moral condition of the blind of New England has been raised through its agency, can be easily seen by the large numbers of respectable, prosperous, thriving, and industrious sightless persons scattered everywhere, who fill places of trust and responsibility, are self-supporting, perform the duties and enjoy the privileges of citizenship, and are active and useful members of society.

The Condition of the School.

The condition of the various departments of the Institution continues to be very satisfactory, and its usefulness and importance increase from year to year.

The musical, tuning, and technical departments are complete in their equipments, and keep their rank among the best and most effective instrumentalities for raising the moral and social condition of the blind.

The intellectual department has been greatly improved during the past year, and good progress has been made in its re-organization. The course of studies has been systematically arranged, and the standard of the acquirements of the pupils considerably raised.

The degree of success attained in all the classes, in proportion to the time of instruction, reflects great credit on the diligence and capacity of both teachers and scholars.

The advanced condition of the school and the character of its curriculum were manifestly shown in the

searching quarterly and annual examinations, as well as at the graduating exercises, which were held at the close of the term, and witnessed by a large number of citizens. From two of the many favorable notices on the subject in the daily newspapers we extract the following: —

"For the first time in its history the Perkins Institution for the Blind at South Boston observed the close of the school year with public commencement exercises. There has been a regular course established, and classes have been annually graduated for many years, but not with that éclat which attends a public commencement. The advanced condition to which the Institute has now attained and the character of the studies pursued make a creditable exhibition possible.

. . . . . .

"There were several peculiarities about the exercises which were surprising to those who never had witnessed similar exhibitions. In the first place the scope of the instruction as shown in the exercises was a revelation. Nineteen persons out of twenty have so little information upon the subject, that they are unaware that this noble institution long ago left behind the idea that rudimentary instruction could alone be given to the blind, and launched out into the teaching of every branch of knowledge that is included in the curriculum of a well established academy.

"A young miss, feeling along from bone to bone of a ghastly skeleton, gave an admirable description of the construction of the framework of the human body; a young gentleman exhibited some of the operations of electricity, performing delicate experiments with remarkable accuracy; two young pupils picked out geographical points on raised maps unerringly; and all this was done not parrot-like or by rote, but with the stamp of originality and genuineness. Concerning individuals, it was remarkable that they exhibited none of that shamefacedness which is so conspicuous among the blushing graduates of the common schools.

"In the essays there was a total absence of those hackneyed expressions which make up the ordinary composition, and the vale-

dictory especially was a sweet, pure, strong, and really remarkable production, in which its author spoke of the changes which had come upon the Institution during the ten years of his acquaintance with it."

The Trustees expressed their gratification at the progress of the school in the following vote, which was unanimously passed at the quarterly meeting, and communicated by the secretary to all the teachers: —

"*Voted*, That the thanks of the Board of Trustees are hereby cordially tendered to the whole corps of instructors of the Institution; — that we regard with entire satisfaction the devotion, the kindness, the united feeling and the rare tact and skill shown at all times by each and all in the fulfilment of tasks so difficult; — and that we congratulate them on the signal success of their work, so manifest to all who witnessed the annual examinations, and especially the graduating exercises at the close of the past school year."

The Board, mindful of the attachment of the corps of teachers and officers to the interests of the Institution, and of their earnest efforts and efficient services cheerfully rendered for the improvement and welfare of its pupils, consider this vote as something more than a formal one.

While the present condition of the various departments of the establishment and the fruits of the labors of the past year are satisfactory to us, and, we hope, to the friends of the school, let us add that the future is full of promise. With a well-organized and wisely arranged system of education; with teachers possessing zeal and ability to carry it out; with methods of instruction which are the product of many years' experience and reflection; with sufficient tangible appliances and

apparatus, and with the constant supervision of efficient officers, we do not hesitate to state that the best results will be attained that the capacity and circumstances of the pupils admit.

Finances.

The report of the treasurer, Mr. Henry Endicott, herewith submitted, contains a detailed account of the finances of the Institution for the past year.

It appears from this exhibit that the amount of cash on hand Oct. 1, 1877, was	$2,836 75
Total receipts during the past year	66,122 80
	$68,959 55
Total expenditures	66,309 88
This leaves a cash balance of in the treasury.	$2,649 67

The report of the treasurer is accompanied by an analysis of the steward's account, which gives specific information in regard to the principal articles purchased, their quantity, and the aggregate price paid for each.

The funds of the Institution have been carefully managed and judiciously applied, both to promote the intellectual advancement of the pupils and to secure their physical comfort.

The strictest economy, consistent with the health of the household and the efficiency of the school, has been studied and practised in every department.

Great care has been taken in the purchase of supplies, which have been bought for cash at the lowest cost, and all the disbursements have been prudently made.

The accounts have been kept during the year with

the same precision, distinctness, and method as heretofore.

The auditors, Messrs. R. E. Apthorp and S. G. Snelling, have exercised the usual supervision over the expenditures of the establishment, examining every month's accounts regularly, and have certified that they are correctly kept, and that all entries are authenticated by vouchers.

It is no more than just to these gentlemen, as well as to the treasurer, to say that they have discharged their respective duties with singular fidelity, disinterestedness, and wisdom, and to acknowledge our obligations to them.

The Board would cordially invite the most rigid examination of the finances of the Institution, feeling assured that such a scrutiny cannot but result in the confirmation of the favorable views above expressed in reference to the same.

Need of Additional Funds.

We take sincere pleasure in stating that the Institution has been so fortunate in the administration of its affairs in general as to reach a high degree of efficiency and usefulness. Yet even more could be effected, were the necessary means at our command.

Our great and pressing need is for more aid than can be furnished from the ordinary sources of income possessed by the Institution, for carrying out several projects which are of immense importance to our pupils.

The value of the school as an agency in developing and diversifying the powers of the blind, and in raising them to the rank of industrious and productive mem-

bers of society, can only be maintained by increasing its means.

We trust that an establishment, which was conceived and reared by the benevolence and generosity of the noblest citizens of Boston and of the State of Massachusetts, and has already contributed so much to the realization of some of the leading principles of social philosophy and political economy, will not be allowed to fail of the highest results for want of additional funds.

Improvements and Repairs.

By exercising rigid economy in the expenditure of the annual income of the Institution, we have again been enabled to make a number of improvements and repairs, which were greatly needed, the former to add to the comfort and well being of the inmates, the latter to keep the buildings in good condition.

The principal of these are as follows: —

Gymnasium.

The erection of a gymnasium, which has been a great desideratum for a long time, has been accomplished during the past year.

A commodious brick building, 97 feet long, 26 feet wide, and 16 feet high, has been erected where the greenhouse stood, and will soon be furnished with suitable apparatus and made ready for use. It is so conveniently situated as to be accessible from all parts of the establishment, and is well calculated to answer the purpose for which it is designed.

The importance of the erection of a building of this kind is so evident as hardly to require demonstration.

As a general rule, many among the blind children are stunted in their growth and wanting in bodily strength and vigor. The elasticity of the arm and limb, which seeing youth obtain by their free gambols and ceaseless activity, must be developed in the sightless by means of systematic and progressive exercise. It is necessary therefore to have our pupils devote a part of every day during the years of their school course to regular gymnastics, or to some manual occupation, which may build up and invigorate their physical constitution, thereby stimulating their energy and increasing their activity.

The gallery erected the year before last for the use of the girls during recesses in inclement weather, and for exercises of various sorts, has proved a valuable adjunct in our system of physical training, and has contributed in many ways to the improvement of the health, carriage, and appearance of the female pupils.

We trust that the gymnasium will prove no less beneficial.

Laundry and Printing-Office.

The capacity of the laundry was not adequate to the size of the household, and its extension over the old coal-vault had been for some time planned. This was effected during vacation at a comparatively moderate expense, and will give room enough for the introduction of all kinds of improved machinery for washing and ironing, and for facilitating the work.

Over the whole extent of the laundry, which is 70 feet long and 24 feet wide, another story has been built of the same materials and in the same style. This spacious superstructure is intended for the printing-office of the Institution and for a bindery, and is well lighted

and ventilated. Its situation being directly above the boilers affords uncommon facilities for the employment of steam-power in printing and other purposes.

Boiler-Room and Coal-Vault.

In connection with the engine-house a large vault has been built to contain an additional boiler, which is very much needed, and the capacity of the coal-vault has been so increased as to accommodate more than our annual supply of fuel. In order to avoid the least encroachment upon the play-ground, both the new room and the extension of the vault are under ground. They are covered with arches built of brick and cement, and the proximity of the vault to the boilers is such that much labor and waste will be saved in moving the coal to the furnaces.

Minor Changes and Improvements.

Many other alterations and improvements of a minor character have been made during the year. They consist in the remodelling of the whole system of drainage both in the main building and in the cottages, executed in accordance with the suggestions of Dr. Heard of the committee on health, who has paid particular attention to this subject and studied it in all its phases; in increasing the accommodations of the main building to meet the wants of the household; in refitting and rendering habitable the attic rooms in the east wing; in furnishing a spacious attic with shelves for storing all the books that are for sale; and in making another convenient little room for maps and apparatus in the attic of the schoolhouse for girls.

In executing the above-named repairs and improvements we have aimed at advancing the best interests of the Institution so far as the means at our command would allow, and securing in the highest practicable degree the comfort and convenience of its inmates.

All the plans, specifications, and contracts were prepared by the officers of the establishment, and we are happy to state that the work has been completed in an economical and satisfactory manner.

Legacies.

The decision of the supreme court respecting the munificent gift of the late Miss Charlotte Harris was favorable to the Institution, and the amount of the legacy has been paid over to our treasurer.

It is very gratifying to be able to report that the noble ranks of the friends of the blind are increasing from year to year, and that this establishment is the occasional recipient of generous bequests from benevolent men and women.

We gratefully acknowledge the following legacies, which have been received since our last annual report was presented to the corporation: —

From the estate of the late Ruth .G De Witt of South Berwick, Me. .	$1,997 50
From the estate of the late Thomas Liversidge of Boston . . .	5,000 00
From the estate of the late William Taylor of Tewksbury, Mass. .	5,000 00

Thus three new names, together with that of Miss Charlotte Harris, have been added to the list of the benefactors of the blind, and will shine, like bright

stars, in the constellation of beneficence. The seed which they have generously sown in the fertile field of humanity will not perish, but will continue to yield fruit through long years to come.

The disposition of the income of these bequests will be made in such a manner that both the memory of the donors and the benefit of their gifts shall be perpetuated.

Printing for the Blind.

The work in our printing-office has been carried on vigorously and uninterruptedly during the past year, and four volumes have been published. Those of the books which are of permanent value, such as the English Reader, or extracts from British and American literature in prose and verse, have been electrotyped, and the plates produced by this process are very accurate and durable.

The importance of embossed books and tangible apparatus for the development and happiness of the blind is too obvious to require demonstration. They are the most effective means to enlighten the understanding, beguile the solitary hours and delight the hearts of persons thus afflicted. They are to the improvement of the intellectual and moral nature of the blind what sunlight is to the growth of plants. Nothing can be more precious to a sightless person than books legible by the finger. There are many hours in which blind people depend entirely upon their own resources for comfort and enjoyment, and every thing that lessens their dependence on others for entertainment and occupation must necessarily tend to lighten the burden of their calamity and brighten their existence.

This Institution was the pioneer in this country in the work of creating a library for the blind. The only real and substantial improvements for embossing books and constructing apparatus adapted to the sense of touch were originated and carried out here. The matter was earnestly taken up in the year 1834, and more has been contributed by this establishment to the success of the enterprise from its own funds and from those specially raised for the purpose, than by any and perhaps all others. The difficulties and obstacles which Dr. Howe met with in pushing on the work were disheartening and almost overwhelming at times, and for thirty-five years the whole weight of the undertaking was borne on his shoulders with very little encouragement from any source outside of Boston and Massachusetts.

There are at present several other printing-offices in various parts of the country, which are doing a good work. But we are determined that ours shall continue its beneficent operations as long as the Institution lasts. It will soon be removed to the spacious brick building recently erected for the purpose, and will be supplied with new materials and improved machinery. Its mere existence is permanently secured by the income of a special fund of about sixteen thousand dollars; and we appeal to the public for such additional aid as shall increase its usefulness, and place it beyond the reach of need.

The consciousness of having been instrumental in sweetening the cup of life to the afflicted is a great boon to those who have the stewardship of riches. To instil the blessings of light and knowledge into other-

wise darkened minds, to alleviate the pangs of misfortune by providing the means of intellectual expansion and enjoyment is a deed, the beneficial results of which can hardly be over-estimated. No trumpets may announce its performance; no heralds cry it in the streets.

"It droppeth as the gentle dew from heaven."

The pæans of gladdened hearts proclaim the welcome benefaction.

The "Howe Memorial Fund."

About five hundred and fifty-six dollars have been added during the past year to this fund, which was established by the "Howe Memorial Committee" for the purpose of securing the means for embossing books for the blind in accordance with the purpose and well known wishes of their lamented friend and great benefactor.

Nearly the whole of the above amount was contributed by a life-long friend of Dr. Howe, Mrs. Sarah S. Russell, who accompanied her munificent gift with the following letter, dated May 15, 1878: —

"Please find enclosed a check for five hundred dollars, which please add to the 'Howe Memorial Fund' for embossing books for the blind. I take much interest in your Institution not only for itself, but for the friendship and respect I have always felt for Dr. Howe, and trust you have many subscriptions for the same object."

The following reply was written by the Director, to whom Mrs. Russell's letter was addressed: —

"I hardly know how to express to you my gratitude and sur-

prise on receiving your munificent gift of five hundred dollars ($500), to be added to the 'Howe Memorial Fund' for embossing books for the blind. The Institution has indeed reason to rank you among its benefactors, and the intelligence of your generous donation will give the utmost delight both to our pupils and to all who are interested in their cause. The printing enterprise deserves and needs almost more encouragement than any other branch of our endeavors, as being so extremely expensive; and I only wish it had more such friends.

"The affectionate regard ever cherished by the doctor towards Mr. Russell and yourself, and your mention of this friendship, renders the gift doubly precious."

The Trustees cordially concur in the acknowledgments and sentiments expressed in the above letter, and earnestly hope that Mrs. Russell's generous contribution to so worthy a cause may prove a stimulus to similar benefactions from others.

Bust of Dr. Howe.

The Institution has been made the recipient, through the generosity of one of its kindest friends, Mr. George W. Wales, of a noble bust of its founder, by the Chevalier Cantalamessa, Professor of the Academy of St. Luke in Rome.

As a likeness of our late beloved Director, as well as a memento of the generosity of the donor, this beautiful work of art will be prized and held sacred as long as the Institution shall stand. The Trustees return their thanks, in their own name and in that of the entire school, to Mr. Wales for his princely gift. The bust is placed in the reception room. This location has been selected as the best fitted for its display, and as one where it may be enjoyed by all who visit the Institution.

Work Department for Adults.

This department continues to be affected by the general depression of business in the country, and our accounts show that there is but little variation in its financial condition.

During the past year the receipts from all sources amounted to $12,026.74, being less by $704.15 than those of the previous one.

The balance against the department is $1,711.74, while $1,749.27 were paid out of the treasury the year before the last.

In order to curtail the expenses of the concern, and, as far as possible, balance them with the receipts, we have been obliged to adopt strict economic measures. At the beginning of the year the services of one of the clerks at the store were dispensed with, and the schedule of wages and of the rates paid for piece work was revised, and a reduction of ten per cent made. This was done with great reluctance and sincere regret on our part; but the question whether to do this or to allow the work department to stagger along under a heavy burden and to run the risk of being finally crushed by it, presented itself so forcibly that there was no alternative left.

We hardly need repeat the statement, that this shop is a blessing to blind persons, and that its preservation is a great boon to many of them. Through its agency they have been enabled to become independent and to secure for themselves by diligence and thrift the comforts of home, and the inestimable enjoyments of domestic happiness. They live in lodgings of their own, or in

respectable boarding-houses in the neighborhood, and come at regular hours to their work as other men and women do. Their time is usually kept employed, and they are paid for their labor at fair rates, each one receiving a certain sum according to his industry and skill. Those who are experts in their trades are able not only to pay their expenses, but to lay aside a part of their wages for a rainy day; but the majority of them can earn only enough to pay for their board and clothing. This, however, is of immense value to them, because it relieves them from that state of dependence which more than any thing else makes the blind man unhappy and discontented with his lot in life.

The rules, arrangements and supplies of stock in the work department are such as to facilitate the prompt and faithful execution of all orders for new mattresses, pillows, comforters and feather-beds; for dressing, cleansing, and making over old ones; for repairing and re-upholstering of all kinds of parlor furniture; for reseating cane-bottomed chairs; for supplying churches and vessels with cushions; for brooms, brushes, door-mats, and the like. The materials used are of the first quality, and warranted to be precisely such as they are represented, while the charges are generally more reasonable than those made in other stores of the kind. We have neither the rent of a factory nor the high wages of workmen to pay, and we can therefore afford to compete with other establishments on favorable terms.

Ladies, housekeepers and others are respectfully invited to call and examine the articles made by the blind, the materials used in their manufacture, and the

scale of their prices; and we venture to say that they will be fully satisfied in their expectations. We beg of no one to purchase the manufactures of the blind from charity; but feeling confident that they can work well, knowing that they do work faithfully and skilfully, and believing that a generous public will give them at least a fair share of patronage, we do not hesitate to nrge their claims.

General Remarks.

It is a source of sincere pleasure to the members of the Board to be able to express their satisfaction at the high standing of the Institution as a source of intellectual and moral light for the blind of New England.

It has reached a position not only creditable to the community and honorable to the State, but encouraging to the great cause of general education.

While we would make no invidious comparisons between this and other schools of the kind, we do not hesitate to affirm that ours is as well organized and equipped with educational appliances and tangible apparatus as any other in the world, and that the work of instructing and benefiting those who are under our charge is prosecuted with as much efficiency and success as anywhere else. No Institution for the blind in this country has sent out into the world a larger proportion of useful and prosperous men, who by manly, correct and active lives have honored themselves and their *alma mater.*

The feeling of confidence and kindness between pupils and officers, manifested in various ways, proves that the government of the establishment, while it is efficient, is at the same time mild and parental.

The Trustees cordially invite the executive officers of the New England States, and all who are officially or personally interested in the blind, or in the cause of education in general, to visit the Institution and to observe its workings and the means employed for the intellectual, physical, musical, and technical training of the pupils, as closely as possible, believing that such an investigation will prove beneficial to the establishment and its interests.

We cannot close this report without earnestly commending the school and its concerns to the guardian care of a wise and prudent legislature, and to the favorable consideration of a generous public, hoping that it may prosper in all future time as it has done hitherto, until it shall have fully accomplished the beneficent ends and purposes for which it was established.

All which is respectfully submitted by

ROBERT E. APTHORP,
FRANCIS BROOKS,
JOHN S. DWIGHT,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
HENRY LEE HIGGINSON,
ANDREW P. PEABODY,
EDWARD N. PERKINS,
JOSIAH QUINCY,
SAMUEL G. SNELLING,
JAMES STURGIS,
GEORGE W. WALES,

Trustees.

THE REPORT OF THE DIRECTOR.

To the Board of Trustees.

Gentlemen, — In obedience to the regulation and custom, which require me to lay before you an annual account of the operations and the management of the internal affairs of the Institution, I have the honor to present to you herewith the report of the Director for the past year.

This communication is in substance a *résumé* of the brief statements quarterly submitted to your Board, together with such thoughts and suggestions on the education of the blind as come within the scope of a document of this kind.

It is pleasant to be able to report that nothing has occurred during the year to mar the general harmony and orderly working of the Institution.

The intellectual, moral, musical, and technical instruction of the pupils has been prosecuted with commendable diligence and encouraging success.

A fair number of scholars have excelled in their studies and occupations, and the large majority may be considered as having done well.

Every department of the Institution has been conducted with sound discretion, and the duties devolving

upon all my assistants have been faithfully discharged to the best of their ability.

The good fruit of last year's labors is mostly due to an uncommon spirit of devotion to the objects for which the school was established on the part of all connected with it.

Increasing experience suggests from time to time some modification of our methods of instruction and administration, and every opportunity for improvement is promptly seized.

The management of the domestic affairs of the Institution and the comfort of its beneficiaries have received as faithful care and attention as heretofore, and peace and contentment have generally prevailed.

Number of Inmates.

The total number of blind persons connected with the Institution at the beginning of the past year as pupils, teachers, employés and workmen or workwomen, was 162. There have since been admitted 20; 24 have been discharged, making the present total number 158. Of these 139 are in the school proper, and 19 in the work department for adults.

The first class includes 126 boys and girls enrolled as pupils, seven teachers, and five domestics. Of the pupils there are now sixty-six boys and forty-two girls in attendance; eleven of the former and seven of the latter being absent on account of physical disability or from other causes.

The second class comprises fifteen men and four women employed in the workshop for adult blind persons.

The number of applicants is steadily increasing from year to year, and all who are of proper age and qualifications are promptly admitted. Besides these, there are within my knowledge many little blind children who are too young to be received in a school like ours, but who would derive an immense benefit from a kindergarten adapted to their wants, if one could be organized either near here or elsewhere.

We continue to receive interesting accounts from many of our graduates, and often hear details of their usefulness as members of the communities in which they live, and of their virtues and exemplary conduct. It must be gratifying to the friends of the Institution, as it is to its officers, to find that some of them have gained access to places of profit and trust which it was once supposed they were unfitted to occupy by their peculiar deprivation.

Assistant Officers.

In reviewing the history of the past year it is not the least gratifying consideration that there has been no change, or occasion to desire a change in any of the teachers and officers of the Institution. All of them, giving head and heart, as well as labor and their time, to the discharge of their arduous duties, have continued to exercise their respective offices with the accustomed fidelity and with those higher qualifications and capacities for usefulness, which opportunities for enlarged observation and experience could not fail to impart. As a natural consequence there has been harmony, mutual confidence, and earnest co-operation.

For circumstances so satisfactory in the past and so

auspicious for the future the Institution is indebted to the wisdom, sagacity, broad-mindedness, and kind demeanor of that truly great and good man, who first gave order and direction to the management of its concerns, and proportion and symmetry to a system of education for the blind, thus raising the standard of their social and moral condition, and building for himself a noble monument, which is fairer and more enduring than granite or bronze.

Sanitary Condition.

It is a great privilege to be able to report that another year has passed without the occurrence of a single death in the Institution itself; yet we are called to mourn the loss of a much loved and most interesting pupil, Herbert E. Goodwin of Detroit, Me., who died at his home on the 28th of August last after a short illness. He was a young man of uncommon mental abilities, excellent character, cheerful disposition, and great promise, and his death is profoundly felt and deeply lamented by every member of our household.

Two cases of serious illness have occurred during the year, one of typhoid and the other of lung fever. Both patients were speedily removed to the Massachusetts General Hospital, where they received the best of medical care and nursing, and were restored to health. The measles broke out among the inmates near the close of the school term, attacking nine; but the disease was of a light character, and caused us no anxiety as to its effects. With these exceptions, the general health of the household has been very good, and the few ailments

which have called for medical treatment have been easily controlled.

It is certainly remarkable that a large community of children and youth, many of them with constitutions either originally defective or shaken by the disease that has destroyed the visual organs, should pass through entire years with so little sickness and no death. But regularity of living, wholesomeness of diet, proper regard to personal habits, moderate yet systematic occupation, and prompt attention to any indisposition, together with fresh air and regular hours of exercise and rest, serve in many cases to mitigate or remove all tendencies to disease, and conduce to the good measure of health which our pupils enjoy, and to their success in all their pursuits. For a child learns well when he eats, digests, sleeps, and plays well. The breathing of fresh and pure air is a special necessity. It tends to invigorate the body and strengthen the mind. It brightens the intellect and stimulates energy. It tranquillizes the temper, softens the disposition, mollifies the passions, and contributes to the expansion of the understanding. Sharpness of attention, clearness of apprehension, and readiness of memory, are all promoted by it.

The dietary of the Institution is ample, wholesome and sufficiently varied to meet the demands of the system, and sustain a high degree of muscular vigor and physical health.

Daily exercise, in the open air or under shelter, at suitable intervals and for a proper length of time, is one of the requirements of the school, and no one is

allowed to omit this more than any other of the prescribed duties of the course.

Habits of order and of personal neatness are enjoined upon all our pupils, and none of them is permitted to enter upon his daily duties without having first paid the necessary attention to cleanliness and tidiness.

Requirements for the Education of the Blind.

The importance of special schools for the education and training of the blind has been recognized by all civilized communities during the last century, and provisions for their establishment and maintenance made in Europe and in this country. It is evident to any thinking mind that such institutions are indispensable for enabling those bereft of the sense of sight to use all their faculties to the greatest advantage of themselves and others, to equalize the social standard, to alleviate misfortune, to enlarge the sources of production and strengthen the industrial ranks, to secure individual independence and domestic happiness, and to prevent the increase of pauperism and degradation. But, in order that they may fulfil their purpose they must be so organized as not to sacrifice the substance to mere show, and their administration must be conducted upon such sound principles as to render them exhaustless sources of light to those whom they are intended to benefit. Fine buildings, expensive furniture and beautiful grounds and groves alone do not make a great institution. These of themselves are hardly sufficient to render an establishment of this kind a beneficent agency, dispelling, like a bright sun, intellectual and moral darkness, and sending cheerfulness and joy into the dwellings of man. The true test of

the power of such an institution for usefulness and of the real influence it exercises, is the completeness of the means for carrying out its work successfully.

The attainments specially required for the amelioration of the condition of the blind and for their elevation in the social scale, may be summarized as follows: —

First, A full development of the intellectual faculties, together with a systematic discipline of the mental powers and capacities.

Second, A thorough cultivation and refinement of the moral and æsthetic nature.

Third, A general improvement of the physical condition, so that the body may be rendered strong and healthful, a pleasant and elegant dwelling-place for the mind, as well as a perfect medium for its communication with the external world.

Fourth, A careful and efficient training in suitable professions and profitable mechanic arts and industrial occupations, and a fair chance to earn a reasonable living and maintain a decent independence.

Fifth, A participation in the organic life of society to the largest practical extent, so that its culture, its courtesies, its rewards, and its human impulses may operate to make them conscious of the grand fact of individuality which is so weighty in character, and to produce a more perfect manhood.

This Institution has ever striven to render its instruction and training so efficient, that its pupils shall be qualified to enter the practical walks of life. It has spared no means to develop and strengthen in them those powers from which is derived the true dignity of man, and to prepare them for becoming useful and

happy members of society. To compass this end, many agencies are requisite, and none is more important than a division of work, based upon sound principles, and conscientiously carried out in every department and in every detail.

Literary Department.

The condition of this department may be fairly pronounced very gratifying to all who are interested in the intellectual advancement of the blind.

The progress made by the pupils of the various classes has been in every way commendable, and attests their diligence and intelligence, as well as the zeal and fidelity of their instructors, and the efficacy of the course pursued and of the processes and methods employed.

The exercises of study and recitation are not only useful as disciplinary agencies, but are also the best auxiliaries in the acquisition of the ability to think and act efficiently in any sphere of life.

Pains have been taken to give the pupils clear and correct instruction with careful explanations of words and principles, so that they might understand and know what they were studying.

Whatever has been undertaken has been learned as thoroughly as possible, and the fact that a defective acquisition of knowledge educates neither in form nor in substance has been constantly kept in view.

For the successful prosecution of our peculiar work industry, patience, perseverance, ingenuity, and skill are eminently necessary, and all the human virtues can find room for active exercise; and I take great pleasure in acknowledging that our instructors have not been found

wanting in any of those qualities of head or heart which are essential to render their services efficient and valuable. To establish or confirm habits of study, industry, application, order, punctuality, neatness, and steady and cheerful attention to duty in every form, and to improve the condition of their pupils in all respects, has been their most earnest endeavor and unceasing effort.

Classification and Course of Study.

The pupils are distributed with a careful reference to their actual state of progress and their ability to advance together, into eleven classes, the largest of which contains seven and the smallest sixteen pupils. Experience has shown that fifteen blind children are about as many as can be taught together with advantage.

Our classes are so arranged as to promote uniformity of method and efficiency in general, and at the same time offer a powerful incentive to study and good conduct in our pupils. The course of instruction has been carefully revised and sufficiently enlarged to secure a thorough and broad mental development. The branches therein embraced do not differ essentially from those taught in the public schools and private academies, and may be summarized as follows: —

Reading in various raised characters, spelling, writing with a lead pencil in the square hand and in Braille's point system, geography (civil and physical), arithmetic (mental and with type boards), algebra, geometry, history (ancient, mediæval, and modern, special attention being paid to that of the United States), grammar, rhetoric, composition, the English language

and literature, civil government, natural history, physics, anatomy and physiology, mental philosophy, and Latin.

An unnecessary increase of the number of studies for each class has been avoided, as their multiplication leads to superficial knowledge rather than to the harmonious development of the intellectual faculties. True, Pliny has aptly said, that, "as the land is improved by sowing it with various seeds, so is the mind by exercising it with various studies;" but the force of his words can be maintained only when their application is not carried beyond the limits of reason. When the soil is crowded with seeds the result is shown in plants of a sickly and distorted growth.

But, however well arranged and complete a course of study may be, its real value consists in the degree of healthful growth and discipline which it gives to the mind of the student. The words of Contillac on this subject are full of significance, and ought to be inscribed in every schoolhouse and to serve as a guide to every educator: "It is neither geography, history, nor Latin," says he, "which we are to teach children. The first thing to be kept in view is to give to the mind the exercise of all its faculties."

In addition to the regular instruction given in the school, the usual evening reading by the teachers and officers has continued as heretofore, and great care has been exercised in the selection of books, periodicals, and newspapers to be read aloud to the pupils. Highly-colored and highly-flavored fiction has been, as usual, carefully excluded. No descriptions of elopements and murders, nor tales of love-making and of hair-breadth escapes, have been allowed to be read in our school, to

pervert the imagination and corrupt the hearts of pure and innocent children. We bear constantly in mind the fact that it behooves us as guardians of our pupils to look well to their reading, and provide them with wholesome intellectual food. Men do not gather figs of thistles, nor can we expect a well-ordered life to come after a youth which is familiarized in imagination with vice and blood, violence and crime. The best means to prevent children from acquiring a taste for sensational reading and vicious publications is to furnish them with pure and nutritious mental aliment. To a mature mind reality is more attractive than fiction, and the simplicity of truth more wonderful than the complications of fancy.

Modes of Instruction and Training.

The methods of teaching and training employed in this Institution are such as are well adapted for the communication of knowledge to the pupils' minds in the simplest and most practical way. By a skilful combination of oral instruction and tangible illustration, and by the agency of embossed books, they are enabled to become acquainted with the intellectual and moral as well as with the material world.

Rousseau recommends that man should be treated as an organism, and that education should be a development of all his faculties. In his battles against the prejudices of society and the dogmas of authority his watchwords were *nature*, *reason*, *individuality*. These simple words are replete with wisdom and scientific truth. The principles therein involved are so comprehensive as to form a solid basis for a broad and complete system of instruction, and ought not only to lie at the foundation of all

efforts for the mental improvement and the amelioration of the general condition of the blind, but to be the guides of those who are struggling bravely for the introduction of reforms in the domain of indolent conservatism, and for the liberation of suffering humanity from the despotism of pedantic empiricism and the caprices of ignorance.

The main aim and end of all the methods and illustrative appliances adopted in our school is not to fill the mind of the pupils with knowledge of various kinds, but to develop the human being from within outward; to give primary importance to the perceptive, conceptive, and reflective faculties, and to foster self-activity, which is an essential condition of progress.

Moreover, clearness of thought, accuracy in acquisition, precision of expression, distinctness of articulation, correctness of intonation, and ease and grace of deportment, are all considered necessary elements in a thorough system of education, and receive careful attention in our school. The pupils are generally trained to make a simple, fluent, correct and concise statement upon any subject with which they are supposed to be familiar. In the primary classes every effort is made to avoid a kind of logical drill which belongs to the later period of school life. To teach beginners to understand the philosophy of every step is very injurious. It is grasping at the shadow and losing the substance.

Individual traits in the pupils are carefully considered, and the importance of drawing out the mind according to its natural bent, rather than stuffing it and moulding it after a preconceived pattern, is steadily kept in view. As a general rule, our teachers lead

instead of driving, encourage originality of thought and method instead of requiring the exact language and the forms of the book, and are enjoined always to ask with Montaigne, not who know the most, but who are the best taught among the scholars.

Discipline of the School.

The discipline of the school has been, as heretofore, mild and entirely free from sternness or any kind of severity. Moral suasion with gentle firmness and strictness constitutes its main features. Punctuality and regularity have been enforced without relaxation, and the pupils have been taught to conquer and suppress mere self-will and inclination to stubbornness, and to conduct themselves with propriety and decorum. Self-control, which undoubtedly forms the basis of all moral virtues, is considered as an essential element in the progress and success of our school. Goethe has aptly said that "the best government is that which teaches us to govern ourselves;" and these words are the essence of our system of discipline.

That the passions of childhood and youth should be restrained, their motives elevated and refined, their hopes regulated and their fears assuaged, no one denies: but this cannot be done by the parade of harsh rules or mere precepts, or by dogmatic commands. It must be accomplished by reasonable requirements in regard to obedience and submission, by the teachings of wisdom and experience, by the exercise of patience and fortitude, and by examples of self-denial and devotion to duty.

For an enforcement of an efficient system of disci-

pline, our school, with its organic growth into good habits and moral purpose, its healthy social life, its amusements and its cheerfulness, needs no assistance from an inorganic rectilinear order of rules and commandments, by which children are led to so-called good behavior at the expense of strength and happiness. Earnest instruction and interesting illustrations are followed by peace and good order as naturally as physical health and bodily strength are the outcome of vigorous nutrition and perfect digestion; and to these our teachers pay special attention.

Illustrative Apparatus and Embossed Books.

In order to direct the cultivation of the intellect properly and in a scientific manner, and to avoid whatever hinders the process of normal development, it is necessary to understand its nature, its operations and the mode of its growth from childhood to mature age.

The human mind acts, as it were, by a number of separate faculties. It appears to possess distinct powers. Nevertheless it is a unit. Its faculties or powers are without doubt intimately associated. They are the ministers of a supreme sovereign. Consciousness, sense-perception, conception, association, memory, imagination, comparison, abstraction, generalization, judgment and reason, all are functions of a single agent, and depend directly or indirectly upon some rudimental process: but they are functions distinct both in their mode of operation and in the objects upon which they are exercised. Hence, all efforts for the systematic and harmonious development of the intellect should be guided by a sufficient knowledge of its facul-

ties and of their respective spheres of action. Each of these faculties should receive due attention, but those of perception and conception should be first appealed to in education. The latter especially requires the most careful cultivation in childhood and youth, since it alone enables the mind to store up the materials of knowledge and thought in its wonderful and mysterious depository. This faculty retains past perceptions, out of which it produces its subsequent creations, whether these are the fantastic pictures of fancy, the more regular combinations of the imagination, or the sequences of ratiocination. Isaac Taylor says, "Nature has allowed an absolute predominance to the conceptive faculty during the season of infancy, and has granted it a principal share in the mental economy during the succeeding years of childhood;" and Currie remarks more explicitly, that "a rich and ready conception is the soil out of which grows a sound judgment. The cause of error in our judgments lies as frequently in the lack of materials on which to base them as in the want of power to compare them when required." Unless the activity of this faculty is fostered in childhood by being supplied with abundant food from external sources, the intellect shrivels, its vitality dies out for want of exercise, and torpor takes the place of elasticity and vigorous life.

In view of these guiding principles our system of instruction is so organized as to attain a progressive development of the mental functions of the pupils, and to foster in them habits of attention, observation, reflection, expression, ready exercise of their intellectual faculties, and thorough manual skill. To this end a

great variety of sensible objects from the animal and vegetable kingdoms, of tangible representations of the wonderful creations of nature, and models of the works of art and products of ingenuity, of illustrative apparatus for the several branches of study, and of embossed books of all kinds, are indispensable. Without these aids, the instruction of the blind is not only abstract and inefficient, but tends to intensify some of the abnormal effects arising from the loss of sight.

During the past year a human skeleton and a complete set of Bock-Steger's models for the study of anatomy and physiology have been added to our collection and advantageously used by our pupils. A set of the kindergarten gifts, with the exception of those which are specially adapted to the sense of sight, and a new set of philosophical apparatus, like that used in the public schools of Boston, have also been procured.

The facilities which this Institution affords for the study of geography have been greatly increased during the past year. Two new globes in relief have been purchased, and four complete sets, two of dissected and the others of wall maps, have been constructed by our own special workman. Thus our present supply of geographical apparatus consists of six globes of various sizes, and of fifty-two large maps, twenty-two of which are dissected. To these may be added a large number of small maps used for class work. Special attention has been given to the construction of the new maps, and they are considered in point of workmanship, accuracy and distinctness of outline, durability and beauty far superior to all thus far made in Europe or in this country. At the meeting of the American Institute of

Instruction held at the White Mountains last July, the dissected maps were highly commended by eminent educators, and several among them are earnestly endeavoring to introduce these maps into the public schools of Boston. Samples have been placed by request in several offices for the inspection and examination of school boards and instructors.

During the past year four volumes have been added to our list of embossed books, and a new edition of Milton's poetical works is in press.

Music Department.

The department of music continues to perform its important part in our system of education, both as an essential element of mental development and culture, and as a powerful agent in training up the young to usefulness and independence.

The usual routine of study and practice has been pursued with regularity and earnestness, and the results have been as satisfactory as those in any former year.

No endeavors have been spared to increase the internal means and facilities for a broad and thorough musical education, and to render the department complete in all its appointments.

During the past year two full concert grand pianos and an upright have been added to our collection of musical instruments; and several old ones have been repaired and put in good order.

Our course of instruction is methodically arranged, and every opportunity consistent with our means afforded for the thorough study of music as a science and its practice as an art.

The number of pupils who received instruction in music during the past year was eighty-five, and the branches taught may be summarized as follows: Piano-forte; the parlor and church organ; solo and class singing; the flute, clarinet, cornet and other brass instruments; harmony; the history of music and pedagogics.

Our corps of instructors consists of five resident teachers and one assistant, — all former pupils of the school; — three non-resident professors, and three music readers.

At the close of the last term nine pupils graduated from the music department, some of whom were also well qualified as tuners of piano-fortes. The success of all in the practical walks of life will depend upon their ability to turn their knowledge and skill here acquired to useful account, and upon their exertions to secure their full share of the public patronage.

Of the three classes in harmony one completed that study, in which the extracts from Richter's manual copied the preceding year in Braille's system of musical notation rendered great service. The study of harmony, even in an elementary course, is of special advantage to the formal training of the pupils. It opens to them an entirely new view of music, and gives them a systematic knowledge of its grammar as well as of the nature of its sounds. Exercises in tones train alike the understanding, the memory and the æsthetic faculties. In learning the variations of musical tones, the pupils must, firstly, consider them with reference to their melodic, rhythmical, dynamic, and harmonic character; and secondly, with reference to their inner or æsthetic nature, through which they exemplify the beautiful.

The former of these two processes is accomplished by the musical faculties, the latter by the fancy and by the sense of beauty. Hence harmony forms the foundation upon which a scientific musical knowledge is reared; and the deeper and broader the basis, the higher will the structure rise.

Embossed books on the subjects of. counter-point, fugue, composition and the history of music, are becoming great desiderata. These studies have undoubtedly been mastered by blind students without the aid of such books, but at a great disadvantage and with the loss of much valuable time.

Most of our scholars receive instruction in several branches of music, and at the same time are carefully trained in the methods of imparting their knowledge to others with equal success. The plan of placing the younger pupils under the charge of some of the more advanced ones continues to be attended with most beneficial consequences. It gradually familiarizes them with the habit of teaching, and prepares them to leave the Institution with some practical experience in their profession.

The efficiency of the band is somewhat impaired by the retirement of several of its leading members, whose term of instruction had expired; but their places are filled from among the younger members of the department, and the remodelled group will soon be in good practice and in fair condition for public performances.

All pupils have a fair trial in music and devote some time each day to its study and practice: but only those who show special talent and possess such general mental ability as is essential for the attainment of excellence

in any art devote as much time to it as can profitably be employed.

In the selection of music great care is exercised, and the sensuous trash, which vulgarizes the art and corrupts the popular taste, is excluded from our school. Compositions of an acknowledged excellence alone are recommended to the pupils. It should be borne in mind, however, that, unless the intellect and the sentiments are fully cultivated and the feelings awakened and refined, the acquisition of an ardent fondness for classic music and of taste and skill for playing it well is hardly possible. Those and only those who are well developed mentally, and have a sufficient foundation of knowledge and practice, can study advantageously the works of the great masters.

Such is in brief the nature of the work pursued in our music department, and such are the internal means and facilities afforded by this Institution to make thorough musicians and good teachers of those of its beneficiaries who possess the requisite talent and ability.

External opportunities for the cultivation and refinement of the musical taste of the pupils by attendance upon performances of various kinds and hearing great compositions interpreted by eminent artists, have been on the increase during the past year. Nor has the interest or the ready and active sympathy of most of the distinguished musicians of our city diminished. On the contrary, a brilliant array of talented artists, whose names, together with those of other generous benefactors, will be hereafter mentioned in the list of acknowledgments, have given in the hall of the Institution a series of entertainments, which delighted all who

had the privilege of hearing them, and added much to the happiness and instruction of our pupils. Our sincere and heartfelt thanks are due to them, as well as to the societies, proprietors, performers and managers, who have been so kind and so liberal as to allow our students of music to attend gratuitously most of the best concerts, rehearsals, operas, oratorios, and the like, given in the city of Boston. The significance of these opportunities can hardly be over-estimated. They are extremely valuable to the blind of New England in many ways. They afford the best means for the education and refinement of the musical taste. They contribute largely to the æsthetic culture, stimulate the powers of appreciation, and lay the foundation of sound analytical criticism. Finally, they introduce our pupils into those peaceful and harmonious gatherings of the people, where the storm of antagonisms and the violence of human passions are calmed down by the sound of music, and all enmity and acrimony of feeling are softened into kindness and good will.

The salutary effect of music on the mind and heart of youth has been an axiom in education since the days of Lycurgus: and if our system of instruction and training aims at developing the character and the intellect of our pupils in strength and completeness, and at lifting their occupations and their lives to a higher range, the study of music as an art and as a science must form one of its most prominent branches.

Music is unquestionably the most emotional of the arts, as well as one of those intellectual endowments by means of which man is to become conscious of himself and of his mental life. According to Klopstock, it is

the most joyous of joys. It lifts the mind to a sense of grandeur and sublimity, or tranquillizes it through its softening influence. Its magnetic power draws the thoughts and feelings for a time away from selfish interests and fixes them on higher objects of contemplation. It suggests noble aims, lofty resolves, brave deeds. It develops the love of beauty, refines the feelings, and gives to character and life a new possibility of strength and sweetness. Dr. Karl Rosenkrantz thus describes the power of the art: "Music by its rhythm and time imbues the feelings with a regular harmony. So highly did the Greeks value music, and in so many ways did they practise it, that their expression 'a musical man' was equivalent to ours of 'a cultivated man.' They therefore bestowed the extremest care upon this study which was designed to unite in a beautiful habitude readiness, openness, circumspection, and a most powerful mental discipline." Another eminent writer says, that "humanity itself can find only in music a sufficient mode of expression;" and Nageli completes the climax by stating, that "music is a means of culture so healthful for sense and soul, so powerfully promotive of virtue and godliness, that we are bound to train our youth in it with conscientiousness and dignity, zeal and perseverance."

But, if music is so valuable an adjunct in the education of youth possessed of all their senses, to that of the sightless it is, in view of its social, æsthetic and economic bearings, indispensable.

I deem it hardly necessary to dwell upon the subject of the passionate fondness for music shown by the blind throughout all ages. The sculptured granite of Egyp-

tian tablets no less than the imperishable record of the Grecian bard attest their devotion to the "concord of sweet sounds." Their aptness for music is universally admitted, and can be easily explained.

In consequence of the loss of the visual sense, an unusual amount of exercise is required from that of hearing, whereby the sphere of its acquired perceptions is greatly enlarged and its usefulness enhanced. Hence the intellectual susceptibilities of this sense are so cultivated by practice and education, and its discriminating power is so increased, that it becomes an efficient medium for the acquisition of objective knowledge and an exhaustless source of pleasure and enjoyment. The world of sound with its endless changes and modulations is to the blind what the scenes of external nature with all its pleasing varieties of form and color and its numberless combinations and beautiful blendings of light and shade are to those who are permitted to look upon them. In the infinite variety of warbling melody and the rich and boundless fields of harmony the sightless man finds not only recreation, solace and compensation for the loss of the joys of sight, but ample means for the cultivation of the æsthetic faculty and the development of the inner sense, — a discriminative consciousness of the beautiful in thought and action, — which is well illustrated by the following lines: —

"The rill is tuneless to his ear, who feels
No harmony within; the south wind steals
As silent as unseen among the leaves.
Who has no inward beauty, none perceives

Though all around is beautiful. Nay more,
In nature's calmest hour, he hears the roar
Of winds and flinging waves; — puts out the light
When high and angry passions meet in fight."

But, in addition to its æsthetic effects, there are other advantages of a practical character which render proficiency in music of vital importance in the education of the blind. The loss of sight is less of an obstruction and an obstacle in this vocation than in any of the mechanical occupations. Here the technical difficulties may be easily overcome and the sightless student may attain excellence as a teacher. Here the hand may perform its task without the assistance of sight and the streams of harmony penetrate the inner chambers of the ear without the aid of the eye. A wide field of great usefulness is thus opened to those who are endowed with marked ability and talent, and a source of available means for self-maintenance provided for all who are not wanting in capacity, perseverance and general culture.

For these reasons music is considered as one of the most important branches in our school, and neither expense in increasing the number and variety of instruments nor pains in securing the services of zealous and talented teachers are spared. It is hoped that the necessary means may be supplied for continuing our efforts in this direction unrelaxed until the music department of the Institution may become a truly complete and efficient conservatorium, the graduates of which shall be well fitted to be classed with the best players and vocalists, and be in demand as among

the most competent instructors in composition, counterpoint and fugue.

Tuning Department.

Closely interwoven with the interests of the musical are those of the tuning department. Many of our musical pupils incline rather toward tuning than teaching as a profession; and, even when this is not the case, the power of taking care of his own instrument is of great value to a musician, and is in fact one requisite of a perfect artist.

The affairs of the tuning department are being vigorously carried on, and steady progress has been made during the past year.

Eighteen pupils have received instruction in tuning, five of whom graduated at the close of the school term. These were all carefully prepared and well fitted to enter into the domain of practical business, and so far as heard from, are doing extremely well.

The work of our tuners has given entire satisfaction to our customers, and its quality is best attested by the comparative readiness with which some of the most intelligent families of Boston and the neighboring towns place their costly instruments under the care of the tuning department of this Institution.

The contract for tuning and keeping in repair the piano-fortes used in the public schools of Boston for one year expired on the first of May last, and the work of our tuners was so thoroughly and conscientiously done as to dispel all doubts as to their skill and ability, and meet with the unanimous and unqualified approval and

commendation of the instructors of music in the public schools, expressed in the following testimonials: —

MR. J. W. SMITH. *My dear Sir*, — I am pleased to state that you have taken excellent care of the pianos in our public schools during this and last school year. As far as I am concerned, I find your tuning, &c., fully equal to the best. Let me express the hope that our pianos will continue in your competent and faithful charge. Yours very truly,

JULIUS EICHBERG.

BOSTON, Feb. 2, 1878.

J. W. SMITH, Esq. *Dear Sir*, — I take the opportunity to state my pleasure at the prompt and efficient manner in which the city tuning has been conducted by you in the interests of the *blind*. The tuning is good, and stands well: this being true, right-minded citizens should see that the unfortunates have a fair opportunity.

Wishing you full success, I am yours sincerely,

J. B. SHARLAND.

BOSTON, MASS., Feb. 7, 1878.

MR. SMITH. *Dear Sir*, — I am happy to say that the pianos used by me in the public schools the past year, that have been tuned under your supervision, have been tuned to my entire satisfaction. Respectfully yours,

H. E. HOLT.

MR. SMITH. *Dear Sir*, — I am happy to cordially testify to the excellent care taken by you and your assistants of the pianos in my district. Yours truly,

LUCY H. GARLIN,

Special Instructor of Music, W. Roxbury and Brighton.

BOSTON, Sept. 30, 1878.

MR. J. W. SMITH. *Dear Sir*, — I take pleasure in expressing to you my entire satisfaction with the tuning of the pianos in the public schools of my district the past year. The work has been promptly and faithfully performed, and I shall cheerfully recom-

mend your services to any one in need of them. Should this be of any service to you, you are at liberty to use it as you please.

Yours truly,

J. W. MASON.

In view of these facts, and after a careful consideration of the matter, the committee on accounts of the school board have unhesitatingly and cheerfully renewed the contract for another year on the same terms as before, "as an evidence of their entire satisfaction," and have touched upon the subject in their last annual report in the following words: —

"Last May, owing to the decease of the former tuner of pianos for the city, the contract for the tuning and small repairs was awarded to the management of the Perkins Institution for the Blind at South Boston. The committee were not unanimous in this selection: it seemed to some of them to be of doubtful expediency; while they did not question the ability of the blind people to correctly tune an instrument, — a matter depending upon the ear, — they did not feel that they were as fully capable of judging the need of small repairs constantly required by instruments submitted to such hard usage as the pianos in our schools. They also believed that should they be obliged from these circumstances to transfer the contract to other parties at the end of the year, it would be a matter of great regret to all concerned, and work to the injury of the Institution. The contract, however, was awarded, the management assuming the responsibilities cheerfully and with a full knowledge of their importance. At the end of the year their work received the unanimous approval of the music instructors, and the approbation of the committee. As an evidence of their entire satisfaction, the contract was again awarded to them at the same price."

The renewal of this contract is a subject of much congratulation. It is an explicit recognition and an

official acknowledgment of the ability and proficiency of the tuners of this Institution made by the school board of the city of Boston. It is an eloquent recommendation of their skill and competence, which will open a broad field of activity and usefulness, and at the same time confer an incalculable benefit upon their brethren in misfortune everywhere. It is a noble act of justice and fairness, and its effects will doubtless be to inspire the blind in all parts of the country with courage and hope, and to stimulate them to more strenuous exertions and greater efforts to attain efficiency in their respective vocations and take their place in the social ranks. May the example of the school committee of Boston be followed by those of all other cities, where there is an opportunity to give employment to competent tuners of this class.

The receipts of the tuning department during the past year amounted to about sixteen hundred dollars, the greater portion of which has been paid to those who have done the work, and in some cases has supplied a pressing need.

Several of the more advanced scholars in this department have practised tuning reeds with satisfactory results. Their success has removed the doubts which have hitherto existed as to the possibility of the blind becoming adepts in tuning reed organs. We have already received encouraging reports from several young men, who, since they left us, have done this kind of work successfully and to the entire satisfaction of the owners of the instruments.

At the convention of the American instructors of the blind, recently held in Columbus, O., much interest was

manifested in the art of tuning piano-fortes as a suitable employment for the blind, and, so far as there was any opinion expressed as to the qualifications of the sightless tuners, it was in the right direction. Too much stress cannot be laid upon the importance of having these tuners carefully trained and thoroughly qualified in their art. To this end the course of instruction must be systematic and progressive, the facilities for the cultivation of the discriminating power of the ear varied and adequate, and the means for study, illustration, and practice ample.

But even a great proficiency and acknowledged excellence in the art of tuning and repairing piano-fortes cannot be of great avail to its owner unless accompanied by intelligence, good address, tact, pleasing manners, neatness in person and apparel, modesty in demeanor, freedom from unclean and objectionable habits, and above all promptness and sterling honesty in all business transactions. Unfortunately these requisites are often overlooked by the blind, and some among their number are partly responsible for the prejudices existing against them. Such persons are those who have sought and obtained employment on the ground of charity rather than of competence, and who were utterly unfit to do the work intrusted to them. Thus, while proving themselves unworthy of the confidence and patronage generously given to them, they have at the same time raised a strong disbelief in the abilities of the blind as a class, thereby ruining the prospects of skilful workmen who but for this might be hired with quite as much profit to their employers as to themselves. By similar individual acts the blind in general have

been unjustly harassed, their labor undervalued, their efforts for self-maintenance misapprehended, their fitness to do various kinds of work doubted, and their interests injured. Happily the time for asking and receiving aid on the score of charity has passed. The memory of Bartimeus' old seat by the gates of Jericho is a perpetual protest against what is so pitiable a disregard of man's dignity and self-respect, and an unequivocal condemnation of the unsoundness of a faded civilization. There prevails among the blind of to-day a higher standard and a nobler ideal of true manhood and womanhood. The educational advantages which they have enjoyed for the last forty-seven years in this country have created and fostered in them a just aspiration for independence and social equality, and an ardent desire to accept and assume the responsibilities of life under the same conditions with their more fortunate brethren. Milton wrote, —

> "What in me is dark,
> Illumine; what is low, raise and support,"

and the echo comes, from the cultivated and elevated ranks of the blind of New England, "Let intellectual and moral light penetrate and dispel the clouds of physical darkness, give us educational facilities for the development of our faculties and the increase of our capacity, grant us suitable opportunities for preparing and arming ourselves efficiently for the struggle of life, and we ask no more."

Our tuning department is supplied with every appliance necessary to give the pupils a thorough knowledge of the mechanism of the piano. A practical

acquaintance with all parts of the instrument is considered so essential in the training of our tuners that no one wanting in it is allowed to undertake to tune, and much less to repair, a piano-forte. Pupils are required to study all the smaller parts of the action minutely, familiarizing themselves with the shape and use of each one, just as young surgeons are taught the use of the muscles and tendons of the human body by dissection.

No endeavors are spared in securing every appliance to facilitate the work of our tuners, and place them as nearly as possible upon an equal footing with the seeing members of the craft. We have recently introduced a new and useful contrivance, by means of which they are enabled to remove the dust from the sound-board, as well as any small articles which may have lodged upon it, and which cannot be reached in any other way. It is simple in its construction, not liable to get out of order, can be obtained at a reasonable cost and carried in the bag with other tools.

It is a very propitious omen that manufacturers of piano-fortes are beginning to recognize the claims of the blind tuners and to admit them to their shops. Much credit is due to one of the most famous houses in London, Eng., for employing several of these tuners. A few of them have also met with encouragement in some of the manufactories of this country, and the head tuner of one of our leading American firms is a blind man. May this example be followed by other piano-makers of high standing and great influence. Experience obtained by observation and supported by a scientific examination of the functions of the sense of sight and of the effects of its loss, asserts that the blind develop a most

astonishing power and accuracy in distinguishing the pitch and quality of sounds, and that they acquire great proficiency in the art of tuning piano-fortes. The testimony of artists, music-teachers, amateur players and school committees confirms this affirmation. Mendelssohn, that bright star in the firmament of music, was heard to say of a piano tuned by a blind man, that it was in the finest condition of any he had ever known.

Is not all this sufficient testimony to induce American piano-manufacturers to give these tuners a fair and patient trial, and decide their case, not by a mere *a priori* reasoning, but on its own merits?

Technical Department.

This department constitutes a most important branch of our course of training, and an essential factor in the education of the blind.

As has often been stated in these reports, manual labor is of great value to all men, and of inestimable benefit to the sightless. It is important as a hygienic agency. It trains the body to strength and activity, and the hand to dexterity. It furnishes a gentle stimulus to the mental faculties, while it prevents the morbid activity of the brain, which too much study is apt to produce in young persons. It is an essential feature in the division and employment of time in every well-regulated institution for the blind. Finally, it acts as a balance-wheel to the deportment of the pupils; for when a child is put into the workshop and set to doing something that requires close attention of the mind and careful use of the hand,—he soon becomes more orderly in his habits, more easily

controlled, and applies himself more readily to his studies in the schoolroom.

Manual labor has always been considered of paramount importance, and received due attention in this Institution. It has been the aim of its management so to arrange the studies, occupations, and recreations of the pupils as to secure the full and harmonious development of all their faculties, and place them in the conditions most favorable to mental and moral improvement, health, happiness, and the prospect of future independence. No effort has ever been spared to impress upon the minds of the scholars the fact that character is the great mark of distinction among men, and that it is of little consequence what pursuits they follow, if they can only answer life's great ends, and become good, useful, and upright citizens. The silly and wicked notion that manual work is menial has always been emphatically refuted in our school, and the pupils, without distinction of social station or sex, are practically and constantly taught the necessity and dignity of labor as the primal source of all human excellence and progress. They are brought up with the feeling that to learn to be useful is alike their duty, privilege, and interest.

Our system of instruction does not concern itself exclusively with mere book-learning, but gives an equally prominent place to training for the productive employments of life. While it addresses the mind, it does not ignore the hands and the whole range of faculties of which they are the special instruments. It aims to develop all the aptitudes and professional or mechanical tastes, and to send out graduates not only possessed with the proper amount of knowledge, but also

sufficiently prepared to become practical men and women. Most of our pupils belong to those classes of the people who depend upon their exertions in some form for their support. Hence, the professions they acquire and the trades they learn here place them in an independent position, unite them to the productive classes of society, and give them the ability not only to maintain themselves, but often to assist their friends.

The business of the technical department has been conducted during the past year with intelligence and fidelity on the part of those in charge of it, and with very gratifying results. It is divided into two branches, one for the boys, and the other for the girls, and the pupils have applied themselves with earnestness and unfaltering diligence.

I. — Workshop for the Boys.

A variety of trades, such as seating cane-bottomed chairs, manufacturing brooms, upholstering parlor furniture and making mattresses, are taught in this shop, and the pupils receive such training as is essential to insure their skill and success. As soon as they have learned the elements of their handicraft they make marketable articles under the supervision and often with the assistance of their instructors, so that they at once feel that they are engaged in real business. This plan excites their interest and ambition, gives a dignity to their work in their own estimation, and lays the foundation of energy and patience, of economy and insight, self-reliance and firmness of will.

The object contemplated in teaching trades is not pecuniary profit, nor is it expected that in the short

intervals of time devoted to their acquisition mere boys can acpuire the skill and ability of those who make it their chief end and pursuit. The most that is designed is to turn the activity peculiar to children to a purpose useful to themselves, to foster in them habits of order and industry, and to prepare them for the successful prosecution of manual occupations after they leave the school, so that they may become able to minister to their own wants.

II. — Workrooms for the Girls.

The female pupils have been regularly occupied in various branches of handicraft, and a high degree of activity has prevailed in their workrooms during the past year.

They have received daily instruction in the use of the sewing-machine, in knitting both by hand and machine, in crocheting, and in making a great variety of articles of fancy, worsted, and bead work. Special attention is always given to plain sewing as an indispensable part of the practical education of our female pupils, and most of them become adepts in it.

The various articles manufactured by the girls during the year have given evidence of faithful instruction and diligent practice, and have been promptly disposed of at our weekly exhibitions.

Of course, in an age like the present, when iron fingers are employed in all branches of industry at a great deal less cost than is required for those of flesh, it is hardly possible that our pupils shall gain their living by needle or bead work. All that can be reasonably expected is that they should be able to earn something

besides doing their own work and that of their families. But, however small may be the pecuniary advantages derived from sewing or making bead baskets and cups, the mental effect produced by the soothing monotony of stitching, or counting and stringing beads, is valuable to them. It subdues restlessness and nervousness, and cultivates patience and perseverance. It draws out the faculties of the intellect and rouses them into energy, directness, and precision of effort. It counteracts that propensity to idleness and mischief which is so apt to develop itself among young pupils unprovided with any useful occupation, and at the same time teaches them unselfishness by enabling them at the earliest possible moment to begin to prepare with their own little fingers gifts for their parents, relatives and friends.

In addition to the above-mentioned manual occupations, the female pupils are required to devote a portion of each day to housework under the direction of their respective matrons, and to the performance of such domestic duties as will probably in due time devolve upon them.

Physical Training.

"Corpus enim male si valeat, parere nequibit,
Præceptis animi, magna et preclara juventis."

Marcellus Palingenius.

In preparing and carrying out a complete course of general education, the physical training of the pupils has received all the attention which its importance demands.

A sound and vigorous body is indispensable to success in any active form of intellectual life. It is the

ground-work upon which the superstructure of what may become a noble temple of moral and mental excellence can be safely erected. Rousseau says, "A weak body weakens the soul. . . . If you would develop the understanding of your pupil, develop the powers which his understanding is to govern; incessantly train his body. Make him strong and healthy, that you may make him wise and intelligent; make him work, run, cry out, always busied about something; let him be a man in strength, and then he will be one in reason."

The well established principle, that regular and systematic exercise promotes and strengthens all the powers of a human being, is the basis of all education. The idiot, in whom the feebleness or perverseness of will is perhaps the real reason why his faculties are at first so dormant, is reached through the cultivation of his physical organization. The instructor by a series of progressive exercises teaches him the use of his muscles; and when this is accomplished, he is enabled to make physical exertion voluntarily in a given direction, which was at one time impossible. The will is thus strengthened, and may thenceforward be gradually brought to bear upon the operations of the mind. Indeed, it is remarkable what an influence systematic gymnastics and concerted movements have upon the health, mental vigor and the habits of all children. Such exercises, arranged with a full knowledge of the natural laws of human development and of the special requirements of the class of people for whose benefit they are designed, and faithfully carried out, will lessen organic weaknesses, raise the standard of their health and strength, and bring them out hale, sound,

and well-built. Want of exercise and neglect of physical training act injuriously upon the nervous system, and often predispose to melancholy, indigestion, hysteria and hypochondriasis. Children brought up in the lap of indolence, inactivity and ease become sickly, dissatisfied and nervous: but, thrown by some seeming misfortune on their own resources, are aroused by the necessity of their situation from drowsiness and infirmities to healthy and vigorous action.

The indispensableness of gymnastics in a system of education professing to train the entire man and claiming to be especially appropriate for the blind, whose stamina are lower than the common average, is so clear as to need no demonstration; and it is a cause for gratification to be able to report that during the latter part of the last year calisthenic exercises for physical development were pursued as a regular school duty by our female pupils as much as their studies. These exercises are so eminently adapted to improve the health, promote agility and gracefulness of movement, and to add to the beauty of personal appearance, that for the purpose of carrying them out methodically a variety of apparatus has been placed in the gallery and a suitable uniform dress has been provided by each of the girls and their teachers. Thus physical training has come to be considered enjoyable and almost attractive among the female scholars, and its effects are already visible in the whole carriage, in the freshness of the skin, in their manner of entering and leaving the rooms, in the erectness of their forms, in their intelligent activity, and in the zest with which they pursue their studies.

When our new gymnasium is equipped and complete in all its appointments, and physical education takes its proper place in our course of training, all our pupils will improve both in body and in mind. They will be trained to hold their heads high and erect, to move their hands and arms gracefully, to sit, stand and walk properly, and will acquire habits of promptness, preciseness and decision.

Culture and Social Intercourse.

Of all the agencies which can be effectively employed to ameliorate the intellectual and moral condition of our pupils, and enable them to reach the tone, grace and finish which give to society its irresistible attraction, culture and sound development of the social nature are the most important ones.

Culture is the enlightenment and discipline acquired by mental training. It comprehends both the development and refinement of the intellectual faculties. It cultivates and fertilizes the soil in which new ideas are to grow. Matthew Arnold defines it as the "study and pursuit of perfection" with "sweetness and light" for its characteristics. An ancient Greek author says that "they who share our culture are more our brothers than those who are of our blood." Akenside speaks of the influence of culture as follows: —

"But though Heaven
In every breast hath sown these early seeds
Of love and admiration, yet in vain,
Without fair Culture's kind parental aid,
Without enlivening suns and genial showers,
And shelter from the blast, in vain we hope

The tender plant should rear its blooming head,
Or yield the harvest promised in the spring."

A broad culture seasons and ripens the whole man. It civilizes, humanizes and perfects him both in mind and character. Persons, in whom the processes of culture have done their complete work in forming the capacity to think, in giving felicity of expression, breadth and accuracy of knowledge, firmness of manners, the sense of beauty, and the art of living, are placed in proper relations with their fellow-men irrespectively of any physical defects. This is undeniably a great boon to all human beings, but especially to men whom the loss of the visual sense tends to segregate and isolate from those who are blessed with sight. The reasons are obvious.

A blind person is an inherent part of the social organism. His individuality celebrates its noblest triumphs when it co-ordinates itself with that of others; when he becomes an element of society. He has an instinctive longing for social growth. He must therefore have social as well as individual training; and this he can attain only through intercourse with other individual portions of that organism. Hence blind children must commingle constantly with seeing persons, in order to cultivate those traits of social character and habits of conduct which attract rather than repel the sympathies of those with whom they are called upon to associate, and to transact business.

Considerations like these have induced us to seek every possible means, which could contribute to the intellectual and æsthetic culture, as well as to the devel-

opment of the social nature of our pupils. Thanks to the generosity and kindness of various *littérateurs* and artists, whose interest in the progress of our school and friendly feeling toward its inmates prompted them to offer their services gratuitously, an almost uninterrupted series of lectures, readings, and concerts was enjoyed during the past year. These entertainments, which were highly appreciated by the members of our own household and a large number of invited friends and neighbors, served also as a most effective vehicle of general culture and of social intercourse and interchange of ideas and thoughts between blind and seeing people.

Remarks on the Education of the Blind.

In touching upon this subject, I have neither time nor space to give an elaborate account of its various phases, or to enter into a scientific treatment of its nature and objects. I intend, therefore, simply to set forth a few reflections of a general character.

The question of the education of the blind, no less than that of those who can see, is not as plain and simple as may appear. It is, on the contrary, a complex and difficult one. It involves great principles of physiology, mental philosophy, and sociology, and takes its mould and fashion from these sciences. It is of vital interest and vast importance to the community, both from its special bearing upon political economy and its effects upon humanity at large.

There is hardly any difficulty in imparting to blind children a certain amount of information in the various branches of knowledge through their remaining senses. The great problem in their education is how to maintain

the proper equilibrium in mental, moral and physical development, and to promote the harmonious growth of the whole nature; how to balance the increase of the capacity of the perceptive and reflective faculties, and prevent an undue preponderance of the latter over the former; how to counteract the effects of the obstruction of one of the important avenues of sense, and to check certain peculiarities of character and a tendency to abstract and unsound generalization by which it is inevitably followed; how to inspire a love of manual labor and to secure varied and precise skill in its performance; how to conduct the pupils to the fountains of sound knowledge and render it the important and indispensable means for direct, vigorous and efficient action; to lead them to grace of movement and strength of muscle, to noble purposes and firm endeavor; to truth and beauty and virtue; to free usefulness and full happiness; to self-reliant, dignified and loving manhood and womanhood. In other words, how to enlarge the force and variety of their intellectual faculties and capacities, to suppress undesirable tendencies, and to employ all attainable good influences for the broadening of the mind, the cultivation of the intellect, the strengthening of the body, the purifying of the heart and the improvement of the taste.

It is true that the intellectual and moral faculties, as well as all the essential characteristics of humanity, exist in the blind in as perfect a state, and with capabilities as vast and extensive as have been conferred upon others. But one very important condition of their development and expansion, namely, the means for constant observation of different objects and their form,

color, qualities, relations, and successions, are wholly wanting. Persons possessing the visual sense are habitually and without any special exertion on their part noticing every thing which surrounds them. The sublimities of nature, the beauties of art, the monuments of human genius, the endless varieties of the vegetable and animal kingdoms, the innumerable products of industry and ingenuity, all are accessible to them, and afford them ample means for the active exercise of both their perceptive and conceptive faculties. This is essential to the healthy development and vigorous maturity of the intellect.

Goethe says that,

"All that we are and have must grow into action;"

and Emerson remarks that, "in all human action those faculties will be strong which are used." Thus so much of mental discipline as is acquired by the perception of external objects through the sense of sight is lost to the blind. Hence special study should be devoted to the physical peculiarities and psychological phenomena arising from the obstruction of the visual sense, in order to employ the proper methods for reducing its consequences to the minimum and for exercising all the mental faculties harmoniously as far as possible.

Hic labor, hoc opus est. This is the labor, this is the task with which the educators of the blind are compelled to grapple.

The solution of this and similar problems demands activity, true scholarship, boldness, serious deliberation, a live mind, and a sincere desire for reform and improvement. Surely, this subject has attracted the

earnest and steady attention of a few distinguished philanthropists in this country, and there has been a great work accomplished in enlightening and imparting an impulse to the intellect of those deprived of the blessings of sight, in stimulating their energies, and vivifying their activity, and in improving, elevating and raising them from a lower to a higher social and moral status: but the advancement hitherto effected should be regarded as merely a prelude to that which is to come. Our system of instruction and training, although productive of good and abundant fruit, is far from being perfect. It must keep pace with progress, otherwise the fate of Lot's wife is reserved for those of our schools which look back on the city of unphilosophical empiricism whence they have fled. The beacon of science is constantly burning, and sends an abundance of light into every department of human thought. What seemed to be excellent ten or fifteen years ago may prove very incomplete and deficient in this light. Vigilant attention and hard work are therefore required in order to arrange our school courses in such a manner as to include the subject matter as well as the methods of science, and to reconstruct, simplify and beautify, and to secure perfect proportion and symmetry to the whole educational system.

Closing Remarks.

In administering the affairs of the Institution I have steadily kept two objects in view: first, to promote its efficiency and usefulness as a school for the blind; and secondly, to serve the ends of economy in its true meaning, and its bearings upon the social organism. To the

political economist it is a well known fact that the proper means adopted for the fulfilment of the former end contribute more than all others to the achievement of the latter.

For whatever success or prosperity may have attended our efforts in the management of the Institution, I am greatly indebted to the devotion, industry and vigilance of the matron and of all the teachers and officers who have labored with me. In full sympathy with the pupils, and with perfect knowledge of their temperaments, mental capacity, weaknesses, peculiarities and difficulties, they are ever ready to help, encourage, instruct and guide them in the paths of virtue, morality, truth and learning. Surrounded by such faithful and able assistants, the duties of the Director are rendered pleasant and comparatively easy.

In closing these remarks, allow me to express to you, gentlemen, my deep gratitude for your continued kindness and confidence manifested in so many ways, and my sincere thanks for your ready assistance and cordial co-operation in the performance of the duties devolving upon me in the care and management of the Institution.

Respectfully submitted by

M. ANAGNOS, *Director.*

ACKNOWLEDGMENTS.

Our sincere thanks and grateful acknowledgments are herewith returned to the following artists, *littérateurs*, societies, proprietors and editors, for concerts and various musical entertainments enjoyed in our hall and elsewhere, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers.

These favors have not only proved a source of the highest gratification to our pupils, but also a valuble means of æsthetic culture, of social intercourse, and of mental stimulus and improvement.

I. — Acknowledgments for Concerts given in our Hall.

For a series of fine concerts and musical entertainments gratuitously given in our hall we are under great obligations to the following distinguished artists: —

Mr. William H. Sherwood, Madame Cappiani, and some of their best pupils.

Miss Fanny Kellogg, Mr. John Orth, and Mr. Wulf Fries.

Mrs. Rametti and an excellent quartette composed of her friends and pupils. To the same, for a second concert, assisted by Mr. John F. Winch, the distinguished basso.

Mr. Hermann Chelius and Miss Dyke.

To Madame Dietrich Strong, for a piano recital.

Mr. H. C. Barnabee and his friends, Mrs. Carter, Miss Clara Pool, Mr. William Winch, and Mr. H. M. Dow accompanist.

For a series of classical organ recitals, to Mr. Eugene Thayer and some of his accomplished pupils, among whom may be mentioned one of our own graduates and musical instructors, Miss Freda Black, who has been for several years under Mr. Thayer's tuition, and whose playing has attracted much attention among organists.

II. — Acknowledgments for Concerts, &c., in the City.

To the Harvard Musical Association, through its president, Mr. John S. Dwight, for fifty season-tickets to the ten symphony concerts.

To the proprietors of the Boston Theatre, through Dr. Orlando Tompkins, for admitting parties in unlimited numbers to eight operas.

To the Händel and Haydn Society, through its president Mr. C. C. Perkins, for admission to five of their grand concerts.

To Dr. E. Tourjée, for admission to two concerts by the Jubilee Chorus and Orchestra.

To the Boylston Club, through its conductor, Mr. George L. Osgood, and secretary, F. H. Ratcliff, for admission to four concerts.

To Mr. H. C. Brown of Brown's Brigade Band, for a standing invitation to attend all his Sunday evening concerts from October till April.

To the following distinguished artists, for admitting our pupils to their classical chamber-concerts: Mr. William H. Sherwood, to five; Mr. Ernst Perabo, to four; Madame Schiller, Mr. Julius Eichberg, Mr. John Orth, Mrs. Guild, and Mr. Higgins.

III. — Acknowledgments for Lectures and Readings.

For a very interesting and highly instructive series of lectures and readings we are under great obligations to the following kind friends: To Dr. A. P. Peabody of Harvard University, Professor L. T. Townsend of the Boston University, Mr. B. P. Mann of Cambridge, "Paxton," Mrs. M. T. Richards of Providence, Miss Alice Barnicoat of Charlestown, Mr. R. W. Jamieson, and Miss A. J. Littlefield of South Boston.

IV.— Acknowledgments for Periodicals and Newspapers.

The editors and proprietors of the following reviews, magazines, and weekly or semi-monthly papers, continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed, and perused with interest: —

Unitarian Review	*Boston, Mass.*
The Journal of Speculative Philosophy,	*St. Louis, Mo.*
The National Review . . .	*New York City.*
Sunday Afternoon . . .	*Springfield, Mass.*
Lippincotts' Magazine . .	*Philadelphia, Penn.*
Brainard's Musical World . .	*Cleveland, O.*
The Atlantic Monthly . . .	*Boston, Mass.*
The Literary World	" "
The Golden Rule	" "
The N. E. Journal of Education . .	" "
Dwight's Journal of Music . . .	" "
The Folio	" "
The Saturday Evening Gazette . . .	" "
The Watchman	" "
The Christian	" "
The Eclectic	*New York City.*
The Christian Union	" "
The Scientific American . . .	" "
Salem Register	*Salem, Mass.*
Goodson's Gazette,	*Va. Inst. for Deaf-Mutes and Blind.*
Tablet . . *West Va.* "	" " " "
Mirror . . *Michigan* "	" " " "
Companion . *Minnesota* "	" " " "
Philomathean Argus .	*Ohio Inst. for the Blind.*
Il Mentore dei Ciechi . . .	*Florence, Italy.*

I desire to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after-years; and the memory of many of these delightful occasions and valuable gifts will be retained through life.

M. ANAGNOS.

DR. PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, *in account with* H. ENDICOTT, *Treasurer.* CR.

To cash paid Auditor's drafts		$64,407 88		By balance from last account, Sept. 30, 1877		$2,836 75
city of Boston, taxes		196 50		cash from State of Massachusetts		30,000 00
repairs, Prince-street estate		28 00		Maine		3,400 00
from C. Harris Fund		175 00		New Hampshire		3,000 00
		$64,807 38		Vermont		1,950 00
Investments.				Connecticut		4,300 00
To loans secured by mortgages on real estate	$13,000 00			Rhode Island		3,250 00
loans secured for investment of Charlotte Harris Fund	80,000 00			Interest on mortgages		1,865 00
five shares Fitchburg R.R. Co.	500 00			Rents		420 64
		93,500 00		Boston and Providence Railroad dividends		180 00
balance to new account		2,649 67		Fitchburg Railroad dividends		280 00
				Interest on deposits		238 87
				Income from Harris Fund		1,296 29
				M. Anagnos, Director, —		
				Work Department	$12,026 74	
				Sundries	3,915 26	
						15,942 00
						$68,959 55
				Legacies.		
				By estate of Thomas Liversidge of Boston	$5,000 00	
				Miss Charlotte Harris of Boston	80,000 00	
				Mrs. Ruth G. DeWitt of South Berwick, in part	1,997 50	
				William Taylor of Tewksbury, in part	5,000 00	
						91,997 50
		$160,957 05				$160,957 05
			187 . Sept. 30,	By balance to new account		2,649 67

BOSTON, Sept. 30, 1878. E. E. HENRY ENDICOTT, *Treasurer.*

The undersigned, a committee to examine the accounts of the Perkins Institution and Mass. School for the Blind, have attended to that duty, and hereby certify that they find the accounts properly vouched and correctly cast, and that there is a balance in the hands of the Treasurer of twenty-six hundred and forty-nine 67-100 dollars.

The Treasurer also exhibited to us evidence of the following property belonging to the Institution: —

Estate No. 11 Oxford Street, city valuation	$6,000 00	Notes secured by mortgage of real estate	$38,000 00
No. 144 Prince Street and No. 197 Endicott Street, city valuation	7,000 00	for account Charlotte Harris Fund	80,000 00
30 shares Boston, Providence R.R. Co., market-value, $109½	3,285 00		$139,752 50
45 shares Fitchburg R.R. Co., market-value, $121½	5,467 50		

G. HIGGINSON,
A. T. FROTHINGHAM, } *Auditing Committee.*

DETAILED STATEMENT OF TREASURER'S ACCOUNT.

DR.

1877-1878.	To cash paid on Auditor's drafts			$64,407 88
	city of Boston, for taxes			196 50
	repairs Prince-street estate			28 00
	expenses account Harris Fund			175 00
	investments in excess of am't of legacies			1,502 50
	on hand Sept. 30, 1878			2,649 67
				$68,959 55

CR.

1877.				
Sept. 30	By balance from former account			$2,836 75
Oct. 1.	cash from State of Massachusetts			7,500 00
	rents			170 64
30.	Boston and Providence Railroad dividend			90 00
1878.				
Jan. 2.	From State of Massachusetts			7,500 00
30.	interest on mortgage notes			750 00
	Fitchburg Railroad dividend			140 00
31.	M. Anagnos, Director, as per following: —			
	city of Boston, tuning	$600 00		
	sale of books in raised print	45 50		
	donation	2 00		
	receipts of work department: —			
	for October	$1,213 82		
	November	1,302 37		
	December	1,008 49		
			3,524 68	
				4,172 18
Feb. 1.	interest on deposit			165 28
Mar. 27.	William Minot, executor, for accrued interest from the Harris Legacy			565 00
Apr. 9.	State of Massachusetts			7,500 00
27.	M. Anagnos, Director, as per following: —			
	J. Lucier, account medical attendance	$15 00		
	from town of Brimfield account George Needham	14 25		
	Tenn. Institute for the Blind for maps	369 00		
	tuning	320 00		
	income of legacy to Laura Bridgman	50 00		
	Amounts carried forward		$768 25	$31,389 85

	Amounts brought forward	$768 25	$31,389 85	
1878.				
Apr. 27.	From Mrs. Fraser, for board and tuition of son	429 17		
	sale of brooms, account of boys' shop	32 65		
	sale of old barrels, soap-grease, &c.	32 64		
	Mrs. Knowlton, for board of daughter	28 00		
	sale of writing-tablets . . .	51 96		
	salesroom	1 85		
	town of Dedham, account of Mary O'Hare	6 50		
	proceeds of concert in Chelsea . .	6 42		
	sale of admission-tickets . . .	44 93		
	repairing furniture	1 55		
	receipts of work department as per following: —			
	for January . . $953 80			
	February . . 428 75			
	March . . 987 85			
		2,370 40		
			3,774 32	
	Boston and Providence Railroad dividends . .		90 00	
June 14.	interest on note		240 00	
July 2.	State of Massachusetts		7,500 00	
10.	rents		250 00	
13.	interest on Harris Fund		120 00	
19.	Fitchburg Railroad dividend . . .		140 00	
29.	M. Anagnos, Director, as per following: —			
	Mrs. Sarah S. Russell, donation to Howe Memorial Fund	$500 00		
	Henry T. Bray, for board and tuition of self	200 00		
	sale of books in raised print . .	63 50		
	city of Boston, for tuning . . .	400 00		
	sale of old sashes	30 00		
	receipts of work department as per following: —			
	for April . . . $851 08			
	May . . . 1,259 18			
	June . . . 1,182 74			
		3,293 00		
			4,486 50	
Aug. 1.	interest on deposit		73 59	
5.	interest on Harris Fund		611 29	
10.	State of Connecticut		4,300 00	
	Vermont		1,950 00	
	Amount carried forward		$54,925 55	

	Amount brought forward			$54,925 55
1878.				
Aug. 10.	From State of Rhode Island			3,250 00
	Maine			3,400 00
Sept. 6.	interest on mortgage notes			875 00
12.	State of New Hampshire			3,000 00
	M. Anagnos, Director, as per following: —			
	Eliza J. Quimby, account daughter		$15 00	
	tuning		79 00	
	sale of brooms, account boys' shop .		63 67	
	books in raised print, . .		80 97	
	writing-tablets . . .		5 70	
	old barrels, soap-grease, junk, &c.		103 73	
	admission-tickets . . .		32 63	
	Mrs. Knowlton, for board of daughter		12 00	
	salesroom, for board of clerks . .		117 64	
	use of horse and wagon . . .		160 00	
	receipts of work department, as per following: —			
	for July . . .	$928 61		
	August . .	601 37		
	September . .	1,308 68		
			2,838 66	
				3,509 00
				$68,959 55

ANALYSIS OF TREASURER'S ACCOUNTS.

The Treasurer's account shows that the total receipts during the year were	$68,959 55
Less cash on hand at the beginning of the year . . .	2,836 75
	$66,122 80

Ordinary Receipts.

From the State of Massachusetts . . .	$30,000 00	
beneficiaries of other States and individuals	16,669 92	
interest, coupons, and rent . . .	4,280 80	
		$50,950 72
Amount carried forward		$50,950 72

Amount brought forward		$50,950 72

Extraordinary Receipts.

From work department for sale of articles made by the blind	$12,026 74	
donations	502 00	
tuning	1,399 00	
sale of books and maps	600 93	
writing-tablets	15 70	
brooms, account boys' shop . .	96 32	
soap-grease, old barrels, junk, &c. .	166 37	
admission-tickets	77 56	
salesroom	1 85	
proceeds of concert	6 42	
repairing furniture	1 55	
salesroom, for board of clerks . . .	117 64	
use of horse and wagon . .	160 00	
		15,172 08
		$66,122 80

GENERAL ANALYSIS OF THE STEWARD'S ACCOUNT.

DR.

Balance of draft on hand Oct. 1, 1877 . . .	$485 16	
Receipts of Auditor's drafts	64,407 88	
Balance due Steward Oct. 1, 1878	546 63	
		$65,439 67

CR.

Ordinary expenses, as per schedule annexed .	$42,684 27	
Extraordinary expenses, as per schedule annexed .	22,755 40	
		$65,439 67

ANALYSIS OF EXPENDITURES FOR THE YEAR ENDING SEPT. 30, 1878, AS PER STEWARD'S ACCOUNT.

Meat, 23,685 lbs.		$2,338 00
Fish, 4,016 lbs.		217 06
Butter, 4,740 lbs.		1,352 97
Rice, sago, &c., 822 lbs.		77 29
Bread, flour, meal, &c.		1,733 74
Potatoes and other vegetables		571 57
Fruit		239 85
Milk, 21,575 qts.		1,105 11
Sugar, 9,208 lbs.		919 68
Tea and coffee, 594 lbs.		147 50
Groceries		575 43
Gas and oil		380 33
Coal and wood		2,366 19
Sundry articles of consumption		253 47
Salaries, superintendence and instruction		14,790 35
Domestic wages		3,928 75
Outside aid		132 14
Medicine and medical aid		77 03
Furniture and bedding		1,603 97
Clothing and mending		17 71
Musical instruments		1,524 70
Expenses of tuning department		827 50
" " boys' shop		97 53
" " printing-office		1,133 05
" " stable		354 32
Books, stationery, &c.		2,941 94
Ordinary construction and repairs		1,908 06
Taxes and insurance		320 00
Travelling-expenses		148 88
Rent of office in town		250 00
Board of blind men		260 00
" " man and clerk during vacation		74 36
Sundries		15 79
		$42,684 27
Extraordinary Expenses.		
Extraordinary construction and repairs	$8,175 44	
Bills to be refunded	59 02	
Beneficiaries of the Harris Fund	41 67	
Expenses of work department	14,479 27	
		22,755 40
		$65,439 67

GENERAL ABSTRACT OF ACCOUNT OF WORK DEPARTMENT, OCT. 1, 1878.

Liabilities.		
Due institution for investments at sundry times since the first date	$36,437 30	
Excess of expenditures over receipts	2,452 53	
		$38,889 83
Assets.		
Stock on hand Oct. 1, 1878	$4,327 52	
Debts due	1,423 82	
		5,751 34
		$33,138 49
Balance against work department Oct. 1, 1878		$33,138 49
" " " " " 1877		31,426 75
Cost of carrying on workshop		$1,711 74

DR.

Cash received for sales, &c., during the year	$12,026 74	
Excess of expenditures over receipts	2,452 53	
		$14,479 27

CR.

Liabilities of Oct. 1, 1877	$939 50	
Salaries and wages paid blind persons	2,809 23	
" " " " seeing "	2,422 86	
Sundries for stock, &c.	8,307 68	
		$14,479 27

Account of Stock, Oct. 1, 1878.

Real estate		$249,100 00
Railroad stock		8,752 50
Notes secured by mortgage		118,000 00
Cash		2,649 67
Household furniture		16,581 41
Provisions and supplies		1,464 92
Wood and coal		2,231 51
Musical department, viz., —		
One large organ	$5,500 00	
Three small organs	730 00	
Forty-three pianos	10,992 00	
Violins	150 00	
Brass and reed instruments	1,926 53	
		19,298 53
Books in printing-office		2,500 00
Stereotype plates		1,040 12
School furniture and apparatus		3,849 20
Musical library		600 00
Library of books in common type		1,050 00
Library of books in raised type		5,000 00
Boys' shop		131 41
Stable and tools		1,034 27
Boat		20 00
		$433,303 54

LIST OF EMBOSSED BOOKS,

printed at the Perkins Institution and Massachusetts School for the Blind.

TITLE OF BOOK.	No. of Volumes.	Price per Volume.
Howe's Geography	1	$2 50
Howe's Atlas of the Islands [1]	1	3 00
Howe's Blind Child's First Book [1]	1	1 25
Howe's Blind Child's Second Book [1]	1	1 25
Howe's Blind Child's Third Book [1]	1	1 25
Howe's Blind Child's Fourth Book [1]	1	1 25
Second Table of Logarithms	1	3 00
Astronomical Dictionary	1	2 00
Rudiments of Natural Philosophy [1]	1	4 00
Philosophy of Natural History	1	4 00
Guyot's Geography	1	4 00
Howe's Cyclopædia	8	4 00
Natural Theology	1	4 00
Combe's Constitution of Man	1	4 00
Pope's Essay on Man [1]	1	2 00
Baxter's Call	1	4 00
Book of Proverbs	1	3 00
Book of Psalms	1	3 25
New Testament (small)	4	2 50
Book of Common Prayer	1	4 00
Hymns for the Blind [1]	1	3 00
Pilgrim's Progress	1	4 00
Life of Melanchthon	1	2 00
Dickens's Old Curiosity Shop	3	4 00
Shakspeare's Hamlet and Julius Cæsar	1	4 00
Byron's Hebrew Melodies and Childe Harold	1	3 00
History of United States	1	3 75
Dickens's Child's History of England	2	4 00
Selections from the Works of Swedenborg	1	–
Memoir of Dr. Samuel G. Howe	1	3 00
Cutter's Anatomy, Physiology, and Hygiene	1	4 00
Viri Romæ, new edition with additions	1	2 00
The Reader; or, Extracts from British and American Literature [1]	2	3 00
Musical Characters used by the seeing, with explanations	1	35
Milton's Poetical Works, in press		

Books loaned gratuitously to any blind person who offers sufficient security that they will not be abused, and will be returned.

[1] Stereotyped.

LIST OF APPLIANCES AND TANGIBLE APPARATUS,

made at the Perkins Institution and Massachusetts School for the Blind.

Geography.

I. — *Wall Maps.*

1.	The Hemispheres	size 42 by 52 inches.
2.	United States, Mexico, and Canada	" " "
3.	South America	" " "
4.	Europe	" " "
5.	Asia	" " "
6.	Africa	" " "
7.	The World on Mercator's Projection	" " "

Each $35, or the set, $245.

II. — *Dissected Maps.*

1.	Eastern Hemisphere	size 30 by 36 inches.
2.	Western Hemisphere	" " "
3.	North America	" " "
4.	United States	" " "
5.	South America	" " "
6.	Europe	" " "
7.	Asia	" " "
8.	Africa	" " "

Each $23, or the set, $184.

These maps are considered, in point of workmanship, accuracy and distinctness of outline, durability, and beauty, far superior to all thus far made in Europe or in this country.

The "New-England Journal of Education" says, "They are very strong, present a fine, bright surface, and are an ornament to any school-room."

Arithmetic.

Ciphering-boards made of brass strips, nickel-plated	each,	$4 25
Ciphering-types, nickel-plated, per hundred		1 00

Writing.

Grooved writing-cards	each,	$0 12
Braille's tablets, with metallic bed	"	1 50
Braille's French tablets, with cloth bed	"	1 25
Braille's new tablets, with cloth bed	"	1 00
Braille's Daisy tablets	"	3 75

TERMS OF ADMISSION.

Young blind persons of good moral character can be admitted to the school by paying $300 per annum. This sum covers all expenses, except for clothing; namely, board, washing, the use of books, musical instruments, &c. The pupils must furnish their own clothing, and pay their own fares to and from the Institution. The friends of the pupils can visit them whenever they choose.

Indigent blind persons of suitable age and character, belonging to Massachusetts, can be admitted gratuitously, by application to the Governor for a warrant.

The following is a good form, though any other will do: —

"*To his Excellency the Governor.*

"SIR, — My son (or daughter, or nephew, or niece, as the case may be) named ——, and aged ——, cannot be instructed in the common schools, for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts School for the Blind, and I request that your Excellency will give a warrant for free admission.

"Very respectfully, —— ——."

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate from one or more of the selectmen of the town, or aldermen of the city, in this form: —

"I hereby certify, that, in my opinion, Mr. —— —— is not a wealthy person, and that he cannot afford to pay $300 per annum for his child's instruction. (Signed) —— ——."

There should be a certificate, signed by some regular physician, in this form: —

"I certify, that, in my opinion, —— —— has not sufficient vision to be taught in common schools; and that he is free from epilepsy, and from any contagious disease. (Signed) —— ——."

These papers should be done up together, and forwarded to

the DIRECTOR OF THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

An obligation will be required from some responsible persons, that the pupil shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the Institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years. Indigent blind persons residing in Maine, New Hampshire, Vermont, Connecticut, and Rhode Island, by applying as above to the Governor, or the "Secretary of State," in their respective States, can obtain warrants for free admission.

The relatives or friends of the blind who may be sent to the Institution are requested to furnish information in answer to the following questions: —

1. What is the name and age of the applicant?
2. Where born?
3. Was he born blind? If not, at what age was his sight impaired?
4. Is the blindness total, or partial?
5. What is the supposed cause of the blindness?
6. Has he ever been subject to fits?
7. Is he now in good health, and free from eruptions and contagious diseases of the skin?
8. Has he ever been to school? If yes, where?
9. What is the general moral character of the applicant?
10. Of what country was the father of the applicant a native?
11. What was the general bodily condition and health of the father, — was he vigorous and healthy, or the contrary?
12. Was the father of the applicant ever subject to fits or to scrofula?
13. Were all his senses perfect?
14. Was he always a temperate man?
15. About how old was he when the applicant was born?
16. Was there any known peculiarity in the family of the father of the applicant; that is, were any of the grandparents, parents, uncles, aunts, brothers, sisters, or cousins, blind, deaf, or insane, or afflicted with any infirmity of body or mind?
17. If dead, at what age did the father die, and of what disorder?
18. Where was the mother of the applicant born?
19. What was the general bodily condition of the mother of the applicant, — strong and healthy, or the contrary?
20. Was she ever subject to scrofula, or to fits?
21. Were all her senses perfect?
22. Was she always a temperate woman?
23. About how old was she when the applicant was born?
24. How many children had she before the applicant was born?

25. Was she related by blood to her husband? If so, in what degree, — first, second, or third cousins?

26. If dead, at what age did she die, and of what disorder?

27. Was there any known peculiarity in her family; that is, were any of her grandparents, parents, uncles, aunts, sisters, brothers, children, or cousins, either blind, or deaf, or insane, or afflicted with any infirmity of body or mind?

28. What are the pecuniary means of the parents or immediate relatives of the applicant?

29. How much can they afford to pay towards the support and education of the applicant?

For further particulars address M. ANAGNOS, DIRECTOR OF THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

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